

The Reluctance of Participating in Oral Activities in the Classroom

The reluctance of participating in oral activities in the class among eighth grade students at
I.E San Jose de Luruaco

Diznerys Quiroz Lara

Thesis submitted in Partial Fulfillment of the Requirements for the Degree of
Master in English Language Teaching

FUNDACION UNIVERSIDAD DEL NORTE
INSTITUTO DE ESTUDIOS EN EDUCACION
MAESTRIA EN LA ENSEÑANZA DEL INGLES
BARRANQUILLA, 2015

The Reluctance of Participating in Oral Activities in the Classroom

To my daughter, Isabella

Acknowledgements

This work is dedicated to those people who instilled in me the confidence and strength to persevere and achieve this goal.

Foremost, I would like to express special gratitude to my advisor Dra Carmen Collantes who guided every step of this research. Her dedication, support and constant advice allowed me to grow as a researcher and accomplish the objectives of this study.

Besides my advisor, I would like to thank to my professors who share their knowledge with me and made great suggestions and comments to enrich my work. My sincere thanks also go to the English teacher at the school where this research took place, her collaboration was vital during the data collection process.

Special thanks to my parents and my sister, there are not enough words to express how grateful I am for their constant supporting and confidence on me.

At the end, a most special thanks to my husband who has supported me in different ways. Without his constant understanding and encouragement, this work would have been more difficult.

Abstract

This research process attempted to identify the affective factors which inhibit students to participate in oral activities and to use the target language in the classroom. The study was conducted with eighth grade students at San Jose de Luruaco School. In order to attain the objectives, the qualitative method was selected to facilitate the analysis of the students' attitudes during oral activities and also to know their points of view about the strategies implemented in the classroom to develop speaking and communication. The instruments used for data collection were classroom observations, questionnaires and interviews to students and the teacher.

The results indicated that most of the students are reluctant to participate orally in class due to different affective factors such as anxiety, low motivation, low self-confidence, fear of making mistakes, being ridiculed by their peers and also teacher's method for correcting mistakes. On the other hand, students know the importance of using the target language for improving speaking and communication in the foreign language, however they recognize they have some limitations in relevant aspects of the language learning such as vocabulary and pronunciation which affect their motivation to perform in oral activities. Based on these findings, some implications were presented with the purpose of enhancing the oral participation in EFL classrooms.

Key words: Reluctance, participation, communication, speaking,

Content

Introduction	8
Rationale	11
Statement of the Problem	14
Setting	14
Research Problem	15
Research Questions	18
Objectives	19
Theoretical Framework	20
Speaking	20
Teaching Speaking	21
Communicative Language Teaching	22
Interaction	25
Affective factors influencing students' reluctance to speak	27
Anxiety	28
Self-esteem	30
Inhibition	32
Risk-taking	33
Motivation	34
Sociocultural approach to language learning	36
Teacher's mediation and scaffolding	38
Literature Review	40
Methodology	44
Participants	47

The Reluctance of Participating in Oral Activities in the Classroom

Techniques and instruments of data collection	48
Class Observation	48
Interviews	51
Questionnaires	53
Results	56
Description of the questionnaires to students and teachers	56
Description of Class observation #1	66
Description of Class observation #2	68
Description of Class Observation #3	68
Description of the interview to focal group	73
Analysis and Discussion	73
Factors that affect class participation	76
Anxiety	76
Low motivation for communication, great interest on the grade	77
Low self-confidence in Learning Foreign Language	79
Teacher's method to monitor oral activities	80
Fear of making mistakes and being ridiculed	82
Pedagogical implications	83
Conclusions	85
References	89
Appendixes	95
Appendix A: Students questionnaire	98
Appendix B: Teachers questionnaire	100
Appendix C: Transcription of Class observation #1	101

The Reluctance of Participating in Oral Activities in the Classroom

Appendix D: Transcription of class observation #2	108
Appendix E: Transcription of class observation #3	126
Appendix F: Interview to focal group	139
Appendix G: Description of Interview to Focal Group	140

Introduction

The current educational systems aim to form citizens of the world by providing the required skills that allow people to participate actively in a globalized world. The

The Reluctance of Participating in Oral Activities in the Classroom

management of English as a Foreign Language is a necessity to have better opportunities and to be competent in different fields; therefore, communication is the ultimate aim of all language teaching and learning process.

However, in some schools students are reluctant to use the foreign language in front of their classmates and also in other contexts despite of the increasing use of English in fashionable environments for them such as music, movies, TV and technological contexts. Motivating learners to use English is very important to foster their communicative competence, but some of them prefer practice other type of tasks such as grammar exercises, writing, reading rather than using the language to speak. There are different factors that might cause the fear of speaking English to communicate their ideas. There have been different studies (Arnold & Brown, 1999; Knop, 2009; Lafont, 2007; Tsui, 1996) that aimed to investigate about the low participation of students in oral activities and the reduced use of foreign language for communicating in class. Despite of the importance of this issue, not only in Colombia context, it is necessary to pay enough attention to the factors that affect student's use of Foreign Language in our particular context.

This study may help teachers to have a better understanding of the internal and external factors that do not allow students to improve their communicative competence, especially speaking skill and also think about new strategies to deal with this problem.

This research process is addressed to answer the question: What are the factors that cause the reluctance of students to participate in oral activities in the classroom?

Through the identification of these factors which inhibit the participation in oral activities, this study aims to analyze the attitude of students toward oral activities in class, their behavior in the development of the class and the strategies used by the teacher to promote oral activities.

The Reluctance of Participating in Oral Activities in the Classroom

The study was conducted with eighth grade students at San Jose de Luruaco School, a public school in a small town called Luruaco, located in Departamento del Atlántico.

The participants were the English teacher and 46 eighth grade students, girls and boys who are among 12, 13 and 14 years old.

This research document will be divided into five parts. First, it presents the rationale which specifies the importance of this topic as object of inquiry supported in the experience as English teacher, the situation observed in the classroom and the theories related to this issue. It also describes the setting where the study was conducted and the research question that it is attempted to answer, as well as the general and specific objectives of this research.

The second part presents the Theoretical Framework, an exploration of the main theories, key concept and earlier studies related to the topic of study in order to support it and have a better understanding of this issue.

The third part has to do with the methodology. It presents a characterization of the appropriateness of the research approach selected to conduct this study. Besides, a brief description of the participants involved in the development of this research process, in terms of number, age, and gender, as well as the criteria to select these participants will be exposed.

This part explains the data collection procedures employed such as interviews, questionnaires and observations. It also includes a detailed description of each procedure and its relevance in order to contribute to respond to the research question.

The Fourth part is a detailed and organized presentation of the analysis of the data collected in the application of the instruments. The fifth part is the discussion which is concerned to the interpretation of the finding in light of theories revised in the theoretical framework and the findings emerged from the analysis of the data collected, and finally the

The Reluctance of Participating in Oral Activities in the Classroom

conclusion as a closure of the research paper, the revision of the purposes, the main arguments exposed to respond to the research question and the significance of this study in term of pedagogical implications for language teaching and further research.

Rationale

Speaking is one of the most desirable skills to be managed for people who want to learn a language for interacting with others, learn about other cultures and exchange knowledge through the use of the Foreign Language. Bygate (1987) claims that speaking deserves more attention due to its importance in students' current lives. In fact, language learning should be focused on the way in which learners can use English to satisfy their necessity of communication in contexts where it is required.

Currently, there is a strong motivation for being updated, to know the latest changes in technology, science, culture and other fields, and being active participants of these changes through accessing to the open world that more than ever is in touch with us.

Undoubtedly, speaking a Foreign Language, especially English as global language is a necessity to expand the knowledge of the world to excel in our context which is now beyond our town or country, it has passed the frontiers and education must provide the tools to be competent and be ready to be world citizens.

The Colombian government has given priority to English as a foreign language and has made efforts to the development of communicative competence in this language (MEN, 2014). Since 2004, different programs have been promoted to improve the foreign language learning in schools such as Programa Nacional de Bilinguismo (PNB) 2014-2019, Programa de Fortalecimiento en Lenguas Extranjeras (PFDCLE), Programa Nacional de Inglés como Lengua Extranjera, and Colombia very well (2015-2025) recently launched in 2014. This program aims at making students use English as a tool for communicating with the world and improve their employment opportunities. This policy reaffirms the necessity of the development of communicative competence in the foreign language.

The Reluctance of Participating in Oral Activities in the Classroom

The identification of the causes of reluctance to use the foreign language might help teachers to search for new strategies that facilitate the participation in oral activities as well as the development of communicative competence in English.

Nevertheless, the reality in some schools, especially public schools in small towns does not reflect the desire for communicating in the foreign language. Speaking seems to be a very difficult skill to develop in class because students are reluctant to use the language freely for communicating or participating in oral activities. They prefer writing, reading or participating in dialogues previously memorized for having a grade .instead of using the language for expressing their own ideas orally.

On the other hand the activities implemented in class do not promote communication in the classroom; students do not use the language meaningfully, in fact they use the foreign language mostly for repetition and memorization.

The main goal of language teaching methodologies or programs should focus on studying the language on meaningful context of communication; it means, presenting and practicing the structures of language as a tool for communicating in real contexts.

Regarding this situation, it is relevant to study the factors which inhibit or make students feel reluctant to use the foreign language and participate in oral activities. There are internal and external aspects that need to be analyzed in order to overcome those barriers which do not allow students to develop their communicative competence effectively.

Language anxiety, nervousness and low-confidence are some of the internal factors that could be causes of this fear of speaking therefore, this research attempt to understand some of the factors that influence the reluctance of students to participate in oral activities through the analysis of their behavior and attitudes during speaking practice in class to determine the real causes of low participation and make further research to think about

The Reluctance of Participating in Oral Activities in the Classroom

strategies that help students to deal with this problem and allow them to use the target language to communicate their ideas naturally and participate actively in class.

Statement of the Problem

Setting

This study takes place at Institución Educativa San José de Luruaco. A public institution which offers, pre-school, primary and high school studies from Pre-school to eleventh grade. The school has 1.300 students approximately. It is located in Luruaco – Atlántico; a small town far away from Barranquilla and near to Cartagena. Most of the students are on 1 or 2 low-income due to town economy is based on farming and informal trade. A reduced number of parents are professional or belong to a higher social stratum.

The Institution has two emphases: science studies and academic. Its mission is to educate citizens committed to the development of the community through academic, technological, job and citizenship skills, values such as respect, tolerance and responsibility for giving solutions to their context needs. The vision is focused on being recognized as the best institution in Luruaco and also in the region. In this moment, mission and vision are being changed because the school is working on a tourism project which necessarily must include bilingualism and technology emphasis.

The role of English in the institution has been poor. There is not a bilingualism project and the teaching hours are reduced, only 3 hours per week. The English teaching staff is formed by five teachers. Three of them are Professionals in Modern Languages with English emphasis; the others are Professional in Teaching Spanish but currently they are teaching English to complete the academic load.

Facing the challenge of implementing a tourism project, in association with “Colegios Amigos del Turismo”, the Ministry of culture, and the support of Universidad Externado de Colombia, it is necessary to give a privileged position to the English subject

The Reluctance of Participating in Oral Activities in the Classroom

in the curriculum; Firstly, the number of teaching hours per week have to be increased; secondly, the investment on technological resources has to be improved in order to change the way of teaching and also encourage students to learn the foreign language and provide effective English language training to all teachers in the institution.

Research Problem

The rising of new trends of communication and the remarkable innovation on technologies have triggered considerable changes on the function of education around the world. Current educational systems aim to form citizens of the world by providing the required skills that allow people to participate actively in a globalized world. The proficiency of English and the mastery of technological resources have become requirements to have better opportunities to perform in the cultural, political and economic arena. Therefore, English should have higher position in education programs, Graddol (2006) states “In many countries extensive curriculum reforms are taking place as economics build the capacity required to operate in a globalized world. Improving national proficiency in English now forms a key part of the educational strategy in most countries” (p.70).

As a result of this matter, Colombia government has been working hard on achieving bilingualism goals however there have not been significant results yet because in some schools, especially public ones, the role played by the English language has been the same as in the past, few teaching hours of English classes per week and teacher developing traditional approaches. They are still focusing on teaching isolated grammar leaving behind the importance of communication as it is established at the Programa Nacional de Inglés.

The Reluctance of Participating in Oral Activities in the Classroom

By taking into account the necessity of developing communication skills in English classes, this research process will be addressed to identify the causes of the reluctance of using English in the classroom in eight grade students at San Jose de Luruaco School.

The group includes 46 students. They are 30 boys and 16 girls between the ages of 13 and 14 years old. They started studying English at sixth grade; as a result, their English proficiency level is still low.

One of the main problems observed in the target context is that students want to listen to English class in Spanish, and most of them do not like to practice oral activities. They use the foreign language only to practice grammar exercises. Furthermore, teachers do not speak English during the whole class because students always ask for translation into Spanish to understand the explanations and instructions given; therefore, they do not make an effort to understand what the teacher expresses in English.

In consequence, the students do not use the foreign language for communication despite the fact that, they know how to say some useful phrases in English, they prefer using the mother tongue in class. For this reason, there are few opportunities to improve their speaking and also to develop communicative competence. Even, when they are asked to read texts aloud, they are reluctant to do it. It is challenging for teachers increasing students' motivation to use the target language in class for communicating their ideas to their classmates and teacher. Ur (2005) claims that in order to get the pupils to communicate with each other and express themselves freely in the target language, it is necessary to use interesting topics.

Sometimes students show fear of speaking and nervousness even when they know the topic, the vocabulary and grammar forms to express themselves; they look insecure and uncomfortable. These negative emotions are different when they are asked to participate in

The Reluctance of Participating in Oral Activities in the Classroom

written activities, games or others in which they do not have to speak in English. They look relaxed and eager to participate.

The situation described above has encouraged me to search for the different aspects that influence the reluctance of students to participate in oral activities in the classroom.

Research questions

- Which are the factors that cause the reluctance of students to participate in oral activities in the classroom?

Sub questions

- What are the affective factors that influence students' reluctance to speak English in class?
- To what extent do the strategies implemented by the teacher help to overcome the fear of speaking English and participate in oral activities?
- How do peers affect the class participation in oral activities?

Objectives

General Objective

- To analyze the factors that inhibit students to participate in oral activities and to use the target language in the classroom

Specific Objectives

- To identify the affective factors that influence students' reluctance to speak English in class.
- To analyze the strategies implemented by the teacher to encourage class participation
- To analyze students attitudes during oral activities with their peers

Theoretical Framework

The necessity of learning a foreign language has increased drastically due to the globalization and the boom of technologies. People want to manage English to be able to communicate fluently and accurately with people from different countries; in fact, there have been many studies which reveal the concern about implementing a communicative approach for teaching a foreign language.

In this section, key concepts on speaking, communicative competence, interaction and factors affecting communicative competence in foreign language will be addressed to have a better understanding of the causes of students' reluctance to participate in oral activities. In addition, a literature review will be presented with the aim of comparing and contrasting similar studies conducted in the same research area in Colombia and other places in the world, and the findings that emerged from these studies which might contribute to focus the research problem of this study.

It is relevant to start exploring key concepts related to oral communication as a multifaceted language process which comprises different aspects such as speaking, pronunciation and listening.

Speaking

Speaking is an ability that should be developed in the class as one of the goals for ESL students; it gives learners the ability to speak coherently and clearly on different issues. Bygate (1998) defines Speaking as a high complex mental activity different from others because it involves a greater effort of the central nervous system. Speakers need to process the information received through listening and organize their ideas in a logical and organized sequence to produce a message.

The Reluctance of Participating in Oral Activities in the Classroom

McDonough and Shaw (1993) consider “Speaking as a skill that enables us to produce utterances, when genuinely communicative, speaking is desire- and purpose-driven; in other words, we genuinely want to communicate something to achieve a particular end” (p. 157). Thus, speaking is closely related to the desire of communicating ideas, feelings, and opinions to others. Human beings need to establish relationships and develop communicative skills to be able to start, keep and end a conversation, discuss, make arrangements, ask and answer questions for specific purposes.

Regarding the four communicative skills to learn a language: Reading, listening, writing and speaking; Speaking and reading are considered productive skills, while reading and listening are called receptive skills.

Xiaohong (1994) presents the speaking ability as an evidence for demonstrating language proficiency: “Oral communicative competence is important for EFL learners. It is one of the most necessary language skills for displaying their language proficiency” (p. 31), therefore the development of this ability is one of the most important goals of EFL programs. In fact, language learning success is determined by the ability to carry out a conversation in the target language (Nunan, 1999).

Teaching Speaking

Developing speaking skill in the classroom should be addressed to enhance effective communication among students.

The activities in class should provide all students the opportunity to use their knowledge of the language in real communicative contexts in which the accurateness of the linguistic forms is not the focus because the most important should be to use the target language for communicating their own ideas. To this respect, Nunan (1989) suggests that

The Reluctance of Participating in Oral Activities in the Classroom

“rather than teaching learners to make well-formed sentences and then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units” (p. 32).

In addition, the skill of speaking cannot be taught isolated; it should be developed along with the other skills: reading, listening and writing. Mc Donough and Shaw (1993) stated that “Speaking and listening skills often enjoy a dependency in that speaking is only very rarely carried out in isolation; it is generally an interactive skill” (157). This integrated way of teaching speaking could facilitate the development of the communicative competence of students.

Taking into consideration the idea of focus on communication and combine the speaking with other skills, it is important to make an adequate selection of the strategies to be developed in the classroom in order to transform the classroom into a fun and dynamic environment where learners can interact confidently and use their language knowledge to converse spontaneously.

Communicative Language Teaching

The communicative language is closely related to the development of communicative competence in which the focus is the use of the language for purposes such as making requests, giving advice, making suggestions, describing wishes and needs, among others (Richards, 2006).

The concept of Communicative competence was introduced by Dell Hymes in 1966 and later discussed and redefined by many authors (Campbell, 1970; Savignon, 1972; Canale and Swain, 1980; Cohen, 1998). Hymes argued that speakers of a language need to have more than grammatical competence in order to be able to communicate effectively in

The Reluctance of Participating in Oral Activities in the Classroom

a language. Hymes, cited by Brown (2000) defined the term communicative competence as “The aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context” (p 246). Communicative competence is a combination of four different competences. According to Hymes (1972) being communicative competent means that a person, apart from having grammatical competence, knows if an utterance is feasible or not according to the situation, if it is grammatically correct and also if it is actually used (accepted usage).

Referring to the importance of communicative competence in L2, Richards (2006) states that the goal of language teaching is the use of the target language for communicating significantly instead of the ability to make accurate sentences based on the grammatical competence which was the focus of language learning process in early years; this perception has changed considerably and the traditional ways of teaching have been left behind as well as the roles of learners and teachers which have also changed. Teachers are mentors who guide and ease the language learning meanwhile students assume the role of participants who learn cooperatively and take responsibility of their own process. Byrne (1987) stated that “the students had to move from the stage where they merely imitate a model or respond to cues to the point where they could use the language to express their own ideas” (p. 9).

On the other hand, the strategies proposed in the classroom to develop speaking skills are sometimes addressed to imitate models by repeating phrases and patterns without giving students the opportunity to build their own ideas and interact with others; therefore it is relevant to establish the importance of speaking as a means for communication. Different approaches aim to place this ability in a privileged position within language learning due to its importance for attaining the goal of communication as the main objective of all language

The Reluctance of Participating in Oral Activities in the Classroom

teaching; in response to this matter, communicative language teaching has been a concern since it first appeared as a new approach to language teaching in the 1970s and 1980s and language teachers all around the world soon started to think about changing their way of teaching, rethink their syllabuses and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point and new languages approaches were needed.

In spite of the current interest to attain communicative goals in the foreign language, traditional approaches are still being developed in many schools. Grammar exercises and vocabulary activities are very common strategies in language classes today and students have got accustomed to them and see the English language class as another subject to study and not as a vehicle for communicating in the classroom or other contexts of their daily life. Cotter (2007) points out that

...oral skills need to be practiced in order to encourage students to use the language in a productive way, to interact in a significant form and perceive the foreign language as a tool for social interaction. It requires acquiring competences to communicate appropriately with different type of people: peers, relatives, authorities, small or large groups, etc. The practice of oral activities in the classroom is necessary to give students opportunities for interacting with their classmates, listening strategically, discussing, negotiating meaning, making their ideas clear to be understood by others, support their opinions and clarifying their own understanding (online).

In the L2 classroom, speaking activities can be planned to include everything from dyadic, to small-group, to whole-class interaction patterns. Byrne (1987), Klippel (1987) and Golebiowska (1990), for instance, present teacher reference materials that are useful

The Reluctance of Participating in Oral Activities in the Classroom

forgetting ESL students to speak with one another in these different groupings. The L2 literature is rich in resources for engaging students in speaking activities such as rehearsing dialogues, completing information-gap activities, playing interactive games, discussing topical issues, problem solving, role playing, and completing speaking tasks.

Interaction

“In the era of communicative language teaching, interaction is, in fact, the heart of Communication; it is what communication is all about” (Brown, 1994).

The increasing interest to be competent in the foreign language, to be able to express ideas to others and understand authentic messages in real conversations have focused the attention on the interaction in the classroom. Classroom interaction is considered a productive teaching technique. According to Wells (1981), this is a collaborative activity which involves “the establishment of a triangular relationship between the sender, the receiver, and the context of situation” (p. 29). It means that the knowledge of the foreign language is used not only for producing effective message to others but also to listen and understand other’s messages.

Allright (1984) cited in Yu (2008) stated that “it is the process whereby classroom language learning is managed” (online). In the language classroom, the process of negotiation involved in interaction is closely related with the process of language learning.

In order to promote effective communication in the classroom and also facilitate the language learning, the type of interaction should be not only teacher-students but students-teacher and students- students, students and authors of texts and students and the community that speaks the language. The role of both is very important, teacher need to

The Reluctance of Participating in Oral Activities in the Classroom

propose strategies to keep an interactive class and students need to be active participants of the activities, to express themselves, be listened by others, to accept all kinds of opinions, and be tolerant of errors the students makes while attempting to communicate.

Rivers (1987) states that sometimes students' reluctance to use the target language might limit the possibilities of interaction in the classroom, therefore the teacher as a leader have to create an atmosphere in the classroom to make students feel valued, appreciated and comfortable, to speak to others without fear of embarrassment.

The teacher as a facilitator allows students to discover language through using it for communicating instead of telling them about the language and correcting grammar or pronunciation. At times, teacher has to take the least directive role. S/he needs to be there to advice and counsel when the student seeks it, but not to oblige students to speak because it could produce an opposite effect, students could feel intimidated and afraid to interact. One feature of Krashen's (1982) philosophy is that learners should not be forced to speak in the target language – that they would speak when they are ready and that learners, rather than teachers, should make the decision.

Authors such as Rivers (1987), Long (1981) and Ellis, Tanaka & Yamazaki (1994), consider interaction as the key to second language learning. This process lets students to use all they have received in the classroom and beyond the academic environment to put into practice in real conversations in which they receive comprehensible input, process internally, produce new messages and give feedback to others.

Rivers (1987) presented some activities that should take place in an interactive classroom:

- ✓ Much listening to authentic materials. Students need to have previous preparation about the language that they will listen to.

The Reluctance of Participating in Oral Activities in the Classroom

- ✓ Students take part in different activities in which they can listen and speak. Say comments, share viewpoints and argue about different points.
- ✓ Students are involved in *Joint Tasks* where they can work in groups, making arrangement to have a final product. In this way, they will use the target language but they will be more concentrated on the activity.
- ✓ Students watch films or videotapes of native speakers interacting.
- ✓ Pronunciation will be improved interactively. Not only in conversations but also in poetry reading and creation, preparing dialogues, plays (p. 10).

These kinds of activities can promote communication in the classroom. It lead students to see the usefulness of the foreign language for communication, feel more confident to express themselves as well as enhancing their listening, cooperating with others, negotiating meaning and interpreting real messages through authentic interaction.

Affective factors influencing students' reluctance to speak

Through the revision of the literature concerned to the aspects that inhibit students' participation in oral activities, experts have identified nervousness, anxiety, lack of vocabulary or lack of self-confidence as some of the aspects that might influence the reluctance of using the target language and the interaction in the classroom.

It is common to find students who show great expectations and high motivation towards the foreign language, but there are some others that are reticent to speak or interact with other peers or the teacher. This situation causes low participation and reluctance to participate in oral activities in the classroom

The Reluctance of Participating in Oral Activities in the Classroom

In order to have a broader view of the factors that may influence the reluctance to speak and participate in oral activities. It is necessary to explore the reasons or affective factors that actually cause this reluctance.

Anxiety

Anxiety is one of the affective variables in humans along with self-esteem, extroversion, inhibition and empathy (Brown, 1994), which influence how an individual will respond to any situation (Gardner and MacIntyre, 1993).

Horwitz, Horwitz and Cope (1986) state that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. This feeling prevents some people from performing successfully in language learning; especially in some stressful classroom situations.

The essence of anxiety is that the person fears that he or she will be regarded as deficient or inadequate by others and therefore will be rejected. Anxiety makes students nervous and afraid and that contributes to poor performance, thus “the feeling of fear and nervousness are intimately connected to the cognitive side of anxiety” (Eysenck, cited in Arnold J, 1999, p. 9).

It is important for teachers to identify those students who are particularly anxious during the English class. There are some psycho- physiological symptoms which are associated with anxiety: tenseness, trembling, perspiring and palpitations (Horwitz et al., 1986). Additionally, Oxford (1999) stated that there are some signs to identify the language anxiety such as squirming, fidgeting, playing with hair or clothing, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds or intonations of the target language even after repeated practice.

The Reluctance of Participating in Oral Activities in the Classroom

Developing the ability of speaking and interact using the foreign language is a difficult task when students experiment the feeling of anxiety; this is a negative psychological factor that inhibit students to performance in the target language and affect not only the ability of speaking but it also obstructs the learning process (Arnold and Brown, 1999). In terms of achievement and performance, research has indicated that both general FLA and anxieties about specific skills, including listening, reading, speaking and writing, have negative effects on student achievement and performance; in fact, significant negative correlations were found between general FLA and course grades.

Lightbown and Spada (2006) also focus on the discussion of speaking anxiety and to what extent it can affect language learning. They claim that speaking anxiety emerges in specific situations and circumstances that can make learners feel uncomfortable, for instance, oral presentations of a large group of people, however researchers prefer to use the term tension instead of anxiety. These authors also argue that one should distinguish between temporary anxiety or tension from the anxiety that affect students learning process. “The anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class” (Lightbown & Spada, 2006).

The speaking anxiety is related to the fear of embarrassment in front of others, and self-confidence. To deal with these barriers teachers need to know their students necessities and be able to identify the negative factors that impede the development of speaking in order to “establish a good climate in the classroom where everyone’s voice is equally heard and respected” (Lanerfeldt, 1992, cited by Basic, 2011, p. 55).

The Reluctance of Participating in Oral Activities in the Classroom

To address these issues, it is necessary to examine whether anxiety affects students' determination to learn the foreign language, which is a necessary precondition for their success in learning and also for their future use of the foreign language in other contexts different from the school.

Self –esteem

Self-esteem is defined as a personal judgment of worthiness that is expressed in attitudes that the individual holds towards himself, and indicates the extent to which the individual believes in himself to be capable, significant and worthy. Self-esteem can exercise a determining influence on a person's life, in their performance in society; when there is very low self-esteem, it might bring problems to communicate, even in whose mother language, and it could be necessary to start a clinical treatment (Coopersmith, 1967).

However, though in the context of language learning low self-esteem is a non-clinical phenomenon, it can have serious consequences. Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out the class (Rubio, 2007).

Regarding the relationship between self-esteem and oral communication, Maleki & Mohammadi (2009) conducted a study about the effects of self-esteem on the speaking skills of EFL learners. They found that the more successful learners had higher self-esteem than the less successful learners in performing oral communication tasks. According to this finding and it could be said that there is a strong relationship between self-esteem, spoken fluency and classroom oral participation. They also concluded that language teachers should consider self-esteem as powerful motivating that can improve the performance in

The Reluctance of Participating in Oral Activities in the Classroom

the foreign language; therefore, increasing the levels of self-esteem should be one of the main goals of language education (Kalanzahed et al., 2013).

Researchers have shown that a students who feel comfortable with themselves or is more likely to succeed in the language learning process because they are sure about what they know, their abilities and how they can use them to communicate freely with others. Holly (1987) compiled a summary of many studies and pointed out that most indicated that self-esteem is the result rather than the cause of academic achievement. In addition, Covington (1989), from the University of California, made an extensive review of the research on the relationship between self-esteem and achievement, concluding that “self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains” (p. 72). This statement is consistent with the experience of the writer, who has conducted two research projects (Andres, 1993, 1996) in the area of self-esteem, and the findings have led her to conclude that self-esteem can be modified and enhanced in the foreign language classroom and that significant gains can be observed in the area of EFL/ESL learning. This point is considered to be of the utmost importance in the classroom: as teachers we can exert an influence both on the performance and well-being of our students. As Brown (1994) states, good teachers succeed “because they give optimal attention to linguistic goals and to the personhood of their students” (p. 25).

The role of the teacher should be to identify the different personalities of their students and create strategies to deal with problems like self-esteem in order to improve their use of communicative skills and participate in oral activities

Inhibition

Inhibition might be considered a problem mainly in adolescents who are in a transition age and are more conscious than younger learners. It is common to find inhibition in foreign language classrooms, it occurs when students try to protect themselves from peer's teasing, teachers' correction in front of the class, negative comments that could affect their self-esteem or the acceptance of their classmates.

Brown (1994) states that the inhibition could be stronger in individuals with low self-esteem; thus, these factors are closely related because the weaker self-esteem lead to inhibition in higher level. They use inhibition especially in activities in which they have to demonstrate their abilities to develop tasks.

There are some factors that cause inhibition in second or foreign language learning: Perfectionism, low self- concept, anxiety and competition with others, fear of making mistakes and being judged. As Brown (1994) points out making mistakes is a risk that students have to take to succeed in language learning, the self-exposure is essential to improve speaking, nonetheless some students come to the classroom with defense mechanisms that impede to perform in the target language; they feel threatened to be criticized and it is really difficult to deal with these barriers that they built.

The role of teachers is very important to diminish inhibition however sometimes teachers tend to increase those barriers through the constant language correction during students' participation, this attitude make students feel afraid to make mistakes and reluctant to participate again.

Haycraft (1988) argues that teaching English successfully is not just a question of method. There are many classes where teacher's methodologies are wonderful, but the students are reluctant to learn because the teacher was not interested in them as human

beings. In fact a great lesson could fail if the needs and personalities are undervalued in the process of planning the class.

Adopting learner-centered approaches and “negotiated curriculum” (Nunan, 1988, p. 12), Gertrude Moskowitz (cited in Stevick, 1996) contends that: Humanistic Education is related to a concern for personal development, self-acceptance, and acceptance by others, in other words making students being more human.

Risk-taking

Risk taking is an ability of being eager to try out new information intelligently regardless of embarrassment in linguistics. Risk-taking has been identified as one of the important characteristics of successful learning in a second language.

Beebe (1983) defines risk-taking as “a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure” (p. 39).

The interaction in the classroom is possible whether students are able to take the risk of using the foreign language to produce messages with a communicative purpose instead of inhibit themselves because of the fear of being laughed and feeling embarrassed. According to Brown (2001) “Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth risks” (p. 44). Beebe (1983) also observes that “Every human being takes risks”. Consequently, when learners learn a second or foreign language should be motivated to try out new phrases, use the language without fear of making linguistic or pronunciation mistakes (Brown, 2000).

The Reluctance of Participating in Oral Activities in the Classroom

On the other hand, students feel comfortable talking to their classmates in the classroom but they do not talk to the teacher, thus, they are considered “non-verbal” because they do not take the risk to talk in front of the class to avoid feeling foolish before their classmates. Due to this fact, these students prefer other kind of activities such as writing or grammar.

Undoubtedly, risk taking is a strategy that helps students to improve their knowledge of the language and gain self-confidence to use the target language to speak; nonetheless Beebe (1983) suggests that students should be moderate risk takers because it could increase the possibilities of failure and limit their learning language process into a single strategy, so teachers should present this strategy as an option to use in certain communicative situations in the classroom.

Motivation

“Learning is an active process within the pupil and when acquiring new knowledge motivation has a decisive influence on the result” (Ericsson, Krampe & Tesch-Romer, 1993, p. 74). Therefore, it could be considered one of the most significant factors that affect learning process; in fact, higher motivation might conduce to a successful learning.

Karahan (2007) considers that motivation is the emotion that a person could have towards learning a foreign language, and it is determined by his/her predispositions and personality characteristics.

Norris-Holt (2001) defined “motivation as the learner's orientation with regard to the goal of learning a second language and it might be divided into two basic types: integrative and instrumental” (online).

The Reluctance of Participating in Oral Activities in the Classroom

The terms integrative and instrumental are sometimes used to characterize motivation; integrative motivation refers to learning the language for interacting with people who speak it and learn more about the culture associated with the language. On the other hand, instrumental motivation comes from the idea of an academic degree or occupational purposes like getting a job. These concepts of motivation may be relevant in the circumstances in which our students learn because the context often determines the interest of them towards the second or foreign language, although students perform in the same context, their personal interests of learning are different from one to another. After identifying the reasons that strongly lead students to learn the language, teachers can guide their process according to their interest and needs.

In schools the instrumental motivation seems to be the most common type of motivation. Based on Gardner (cited in Norris Holt, 2001) students have an “instrumental motivation” taking into account that they have to achieve some goals to graduate; most of them do not learn English for fun but there are some particular cases where both, integrative and instrumental motivation can be together, they can be compatible but there is always one predominant.

In addition, the types of motivation might be characterized as:

- An intrinsic factor that leads people to learn.
- It is an interactive process between the learner and the environment.
- Classroom motivation can be directed by teachers in order to recreate a suitable atmosphere where the use of the second or foreign language is a must.
- Skills of students to learn the language can determine higher or lower motivation.

The Reluctance of Participating in Oral Activities in the Classroom

Furthermore, motivation is the main factor to succeed in any process. Learning a foreign language presupposes that the learner is motivated to acquire communication skills in the target language. On the other hand, personality is not an obstacle to learn but higher level of self-esteem and self-confidence tend to facilitate the learning process because students have the ability to interact easily with others without fear of making mistakes. According to the age, learners have different rhythms; nonetheless there are many techniques which students can apply according to their own learning needs.

Motivation is normally seen as being an important component in successful learning, it is also true that success itself appears to foster motivation; it is common to see more motivated students as they are aware of their abilities when making progress, they feel more comfortable and competent to advance to other stages of learning. In other words, if they realize that learning is something that really happens they may continue and take advantages of the process.

Sociocultural approach to language learning

The role of teacher is relevant to deal with the different affective factors that cause the reluctance of using the target language for communicating with others and fostering students' interaction and participation in oral activities.

Sociocultural theory grounds language teaching and learning by establishing the need for social interaction and meaning construction hence, it is relevant to revise some ideas of this perspective making deeper emphasis on teacher as mediator and the process of scaffolding to improve the language learning and the development of communicative skills.

Sociocultural theory's conceptualizations are drawn basically on the work of Vygotsky (1986), and also about some other theoreticians such as Lantolf and Thorne

The Reluctance of Participating in Oral Activities in the Classroom

(2007) and Swain, Kinnear & Steinman (2010). The perspective of Sociocultural Theory (SCT) relates cognitive and social process as part of the language acquisition. According to Tharp and Gallimore (1988), "this view has profound implications for teaching, schooling, and education" (p. 124). A key feature of this emergent view of human development is that higher order functions develop out of social interaction. Vygotsky (1986) argues that a child's development cannot be understood by a study of the individual. We do not learn isolated, we learn with others in specific cultural contexts and through specialized cognitive tools that help us approach the surrounded world to comprehend it, transform it and manipulate it; in other words, social interaction promotes, facilitates and enhances learning.

In addition, under the perspective of the SCT a rich environment for learning should consider the "dialogue" as the main tool to achieve this purpose so it is then needed to provide lot of opportunities for discussion, collaborative work and problem solving in order to understand and have a cognitive growth. Teachers and peers have essential roles in the classroom; teachers can mediate through their talks or conversations in the classroom. The teacher, then, is the mediator who facilitates the appropriation or internalization of concepts in apprenticeship zones created by the teacher and the student (MacCormick & Donato, 2000).

On the other hand, group work interaction can activate learning (Herazo & Donato, 2012); students' interaction in the classroom should be promoted since students may feel more confident working with their peers and sometimes this comfortable environment tend to be more effective than teacher-students interaction.

Teacher's mediation and scaffolding

Mediation is a principle of the SCT which is defined by Lantolf & Thorne (2006) as “a self-directed or other directed process resulting in voluntary control over one's social and mental world through the use of cultural artifacts, concepts and activities” (cited in Herazo, Donato, 2012, p. 21).

Under the view of sociocultural theory the teachers mediate through their talks or conversations in the classroom, their role is very important since student's achievements might take place during the interaction, when the teacher provide explanations, ask questions, give and receive feedback, give directions, accept feelings, etc. Currently the teacher is not only responsible for presenting new concepts and helping students to get the new knowledge, their role is to invite students to take more significant participation within the class activities rather than teachers.

Tharp and Gallimore (1988) stated that “...through participation in activities that require cognitive and communicative functions, learners are drawn into the use of these functions in ways that nurture and 'scaffold' them” (p. 6). Therefore, making students participate in communicative activities, they might develop a sense of collaboration and try to help others during the learning process. This is called scaffolding and it refers to the process in which teachers use specific conceptual, material and linguistic tools and technologies to support student learning. In other words scaffolding is the process by which experts assist novices to achieve a goal or solve a problem (Wood, Bruner & Ross, 1976).

During the scaffolding process which is a dynamic reciprocal process, both learner and teacher are active participants. They both construct a shared understanding through means of communicative exchanges in which the student as novice learns from the teacher as a more expert other. In the process of doing tasks teacher and learner enjoy problem-

The Reluctance of Participating in Oral Activities in the Classroom

solving experience in collaboration and interaction with each other (Behroozizad, Nambiar & Amir, 2012).

The teacher is not the person who has all the knowledge and transmits it; he/she is a facilitator that guide and help students to construct their own knowledge and also motivate them to participate actively in their own learning process.

Literature Review

This literature review summarizes and describes the findings of previous studies conducted in Colombia and other places related to negative and positive factors that affect oral participation.

In the research project called *Study of factors that affect oral participation*, Lafont (2007) showed that there is a great variety of factors which affect students' participation in the classroom, such as self-esteem, risk taking, competitiveness, anxiety, academic differences, and relationship among students, empathy, teaching method, beliefs and lack of attention or distraction in the classroom.

Arnold and Brown (1999) concur that through the observation of the attitudes of students in the classroom they realized that there are some valuable factors that contribute to the low participation in oral activities: Lack of expectation of English oral communication class, fear of losing face in front of the whole class, difficulty of the material chosen.

According to the results of the study carried out by Arnold and Brown (1999) it is relevant to be aware of the important role of students and teachers in teaching and learning process. Students should be autonomous and participate actively in their learning process; teacher as facilitator should create an appropriate environment where students feel free to speak without the fear of making mistakes and in this way they could enhance the communicative skills in the target language.

Therefore, students need to develop skills and strategies that contribute to the effective use of speaking and listening, as interaction skills, oral presentation, and specific listening skills (Cotter, 2007). In the research project called: *students' perceptions about the development of their oral skills*, Castrillon (2010) points out that interaction skills are

The Reluctance of Participating in Oral Activities in the Classroom

quite relevant in classroom discussions or in group work, where the students need to know how to start a topic, how to include others, how to change topics, how to repair communication breakdowns, how to deal with those who dominate the conversation, how to use language to solve problems, and how to end a discussion. Moreover, students will learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well-structured and coherent texts' (Cotter, 2007).

According to the data collected and the results which emerged from Castrillon's project; students perceived the importance of using the target language inside the classroom but they did not interact spontaneously and the presence of the teacher was needed to encourage the use of English in the class, fears of making mistakes in front of the classmates were perceived as negative influence in the students 'participation in class, while the grade was perceived as a positive influence. Eckhart and Kearny (1981) stated that 'the major goal of EFL education is to teach students how to speak English well enough to converse spontaneously and naturally' (p. 2). Another important aspect that was relevant in this project is the role that teacher should assume by providing oral interactional opportunities in class. The selection of activities done is an important factor that influences students' willingness to participate in class; students would feel motivated or unmotivated depending on the activities and topics that the teacher brings to the class. The teacher should try to promote effective communication in the target language by proposing and presenting activities and topics that would catch students' attention and make them willing to participate in class. This finding supports what El Karfa (2007) study suggests that teachers should be recursive when planning their classes and teachers need to create an

The Reluctance of Participating in Oral Activities in the Classroom

environment that is conducive to learners' practice of different participatory and intellectual skills.

When teachers try to enhance student's interaction by asking questions, only few of them participated or answered teacher's questions voluntarily. This behavior is consistent with what Nimmannit (1998) describes a 'typical' classroom as one in which the teacher directs questions to specific students and occasionally calls for volunteers but students generally seem reluctant to respond.

Thus, it is important for foreign language teachers to consider how they can increase the use of the target language in classroom interactions so as well as to promote students' oral proficiency.

In the article titled "Increasing use of the target language in classroom interaction", Knop (2009) argues that the foreign language classroom is the environment in which the learners are most likely to need the language to communicate. Under this assumption, it presents a number of strategies that have been used by foreign language teachers who wanted to raise the levels of target language use in the classroom such as: developing language ladders, outlining the lesson plan on the board, "Informal pair" interaction, providing authentic "input" in class interactions and keeping track of students' class participation.

Another research called "Developing a communication supporting classrooms observation tool" (Dockrell et al., 2010) shows interesting points about the necessity of creating good environment to develop oral communicative skill and they were supported by different previous studies cited in the paper.

Establishing effective language learning environments (environments where highly focused everyday personalized and interactive teaching takes place) can provide both

The Reluctance of Participating in Oral Activities in the Classroom

support for literacy (Snowling & Hulme, 2011) and the basis for managing talk to enhance learning (Resnick et al., 2010). Providing effective oral language environments which foster good communication skills is challenging, requiring practitioners who understand the ways in which children develop their receptive and expressive language skills and are able to support their development in the classroom context. Once effective classrooms for oral language are in place schools are in a stronger position to become effective oral language environments.

In general, this section traced the different aspects that might contribute to understand better the issue of reluctance of students to participate in oral activities in the classroom by taking into account the variety of findings and theories emerged from the research projects and studies conducted in recent years. It is important to know that despite the fact that all the research projects revised were addressed to the same matter; the context of them was different and this establishes clear differences between them in term of methodologies, research instruments, samples, findings and conclusions; however it can be said that there is not an absolute truth around this matter, there are starting points to continue deepen on the psychological, linguistic and social factors that affect the oral participation of students in the classroom and encourage future research to search or strategies that best contribute to deal with this problem.

Methodology

In this part, the methodology selected to conduct this study will be detailed, regarding the objectives established, the context of participants and the nature of the research problem. Equally, the features of the research approach chosen as well as the type of research, method, research design, the techniques and instruments implemented for collecting the data, the descriptions of the informants and also the techniques for analyzing and interpreting the data will be described.

Firstly, it was essential to make decision on the most appropriate type of research considering the features of the research situation. Bearing in mind, the necessity of analyzing and understanding the feelings and behavior of the students toward oral activities in the classroom, the most suitable type of study for this research project is the qualitative research.

It is worth stressing the main reason to decide on this type of research instead of the quantitative one is the idea that qualitative methods are aimed at comprehending people's behavior in their social and cultural contexts. Merriam (1998) points out that this type of research is used to help researchers to understand how people feel and why they feel as they do and as explained, in qualitative studies "The key concern is the understanding of the phenomenon of interest from the participants' perspectives, not the researcher's" (p. 6). The researcher's interest is based on discovering and understanding a process, the perspectives and point of views of the people involved or a combination of these.

Qualitative research entails some characteristics described by Cresswell (2003) which provide valuable information to have a broader view of this type of research:

- ✓ The study uses rigorous procedures and multiple methods for data collection.
- ✓ The study is framed within the assumptions and nature of qualitative research.

The Reluctance of Participating in Oral Activities in the Classroom

- ✓ Enquiry is a major feature, and can follow one or more different traditions (e.g. biography, ethnography, phenomenology, case study, grounded theory).
- ✓ The project commences with a single focus on an issue or problem rather than a hypothesis or the supposition of a causal relationship of variables. Relationships may emerge later, but that is open.
- ✓ Criteria for verification are set out, and rigor is practiced in writing up the report.
- ✓ Verisimilitude is required, such that readers can imagine being in the situation.
- ✓ Data are analyzed at different levels; they are multilayered.
- ✓ The writing engages the reader and is replete with unexpected insights, while maintaining believability and accuracy (p.20).

Qualitative research is concerned with collecting in-depth information about the participants and their contexts. As it is stated in Merriam's work (1998) "Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there" (p. 5). Its aim is to provide an understanding of how or why things are as they are (Hancock, 2002, p. 1).

After having defined the type of study, it was necessary to determine the approach that will be implemented. For the purpose of this research the most pertinent philosophical perspective or research approach is Hermeneutic, which involves the process of communication, interpretation and understanding as key elements; it is also defined as "the science of interpretation of meaning and sense in human actions and production" (Danner, 1997, p. 4).

For this particular study, it is relevant to have deep understanding of communicative situations that occur in the classroom regarding the behavior of students toward the use of the target language. The analysis and interpretation of the data collected through different

The Reluctance of Participating in Oral Activities in the Classroom

instruments can provide useful information about the student's reasons to be reluctant to use the foreign language to communicate in class. For these purposes, hermeneutical approach is applicable for developing this study in an effective way. Moreover, hermeneutics asks the important question: 'What purpose does it serve?' Cohen, Manion & Morrison (2007) assert that:

Hermeneutics focuses on interaction and language; it seeks to understand situations through the eyes of the participants. [.....] it involves the recapturing of the meanings of interacting [with] others, recovering, and reconstructing the intentions of the other actors in a context situation (p. 29).

After selecting qualitative research type of study and hermeneutics as the approach to analyzing and interpreting qualitative data, both consistent with the objectives of this study, it was needed to explore the methods or traditions for conducting the research effectively. Focusing on education, there have been some authors that argued about different traditions in qualitative research. One of the most recent is Patton (2002) who provided a much longer list of theoretical orientations in qualitative inquiry; his list included, in part, ethnography, auto ethnography, phenomenology, symbolic interaction, ecological psychology, systems theory, chaos theory and grounded theory. Somewhat more recently, Denzin and Lincoln (1995) recognized case studies, ethnography, participant observations and performance assumption.

Ethnography was the tradition selected to carry out this qualitative research since the objective is to understand the behavior of a particular social or cultural group. As it is uttered by Richards (2003) ethnography refers to the social world and has to do with the description of a group. Agar (1986) described ethnography as "encountering alien world

The Reluctance of Participating in Oral Activities in the Classroom

and making sense of them” (p. 12). He further stated that ethnographers try to show how actions in one world make sense from the point of view of another world.

Cameron (1990) wrote that ethnography means “learning from people” (p. 5). According to Leininger (1985), ethnography can be defined as “the systematic process of observing, detailing, describing, documenting and analyzing the life ways or particular patterns of the people in their familiar environment” (p. 35). Therefore, the data collection is very important for ethnographers because it allows them to describe the evidence taken from the real context in order to verify hypotheses previously done or study others that emerge during the process of collecting data.

Participants

The participants of this research process are a group of 8^o grade students at San Jose de Luruaco School and one English teacher.

This group is formed by 46 students, 30 girls and 16 boys whose ages range from 12 to 15. They started learning English in 6th grade; thus, their proficiency level according to the Common European Framework is A1 or lower.

The selection of this group was based on the purpose of developing further research in light of this issue in ninth and tenth grade and also this choice was related to the English teacher of this group who demonstrated interest in participating in this research due to their concern about the class participation of this group.

Some of the students are interested in the class, nonetheless most of them are reluctant to participate in oral activities in English or use the target language in the classroom. They have a passive role in the classroom and participate only when the teacher asks them to do it. Most of the talking is done by the teacher. In fact, he is the one who

The Reluctance of Participating in Oral Activities in the Classroom

gives the explanations, the instructions of the activities and also monitors the activities carry out by the students.

Techniques and instruments of data collection

The selection and characterization of the participants that were involved in this study was very important to start thinking in the most suitable techniques and instruments for gathering high quality data for the purpose of this research.

The implementation of different tools such as classroom observation, interviews and questionnaires are typical instruments for data collection in qualitative studies and they were appropriate for collecting quality data in the present research.

During this process, there were three classroom observations recorded, a questionnaire applied to students, two interviews, one to the English teacher and other interview to a focal group of students at the end of the research process.

Classroom Observation

Successful observation requires something more than just sitting and watching. (Lynch, 1996).

In this study, direct class observation was the starting point to see in detail the different behaviors of students during three classroom observation to three English classes and identify the difficulties or limitations that students might have within the English learning process, especially paying attention to the participation in oral activities and the development of speaking abilities.

Classroom observation is a technique that helps to accomplish research focus on teaching and learning processes. The research was centered on what happened in the

The Reluctance of Participating in Oral Activities in the Classroom

classroom, which allowed the teacher to analyze and have a better view of the events inside it. It can provide the needed understanding of the processes that take place in the classroom to afford support to their students and search for strategies which contribute to enhance the pedagogical practice.

According to Van Lier (1988) teacher research is conducted in the classroom not about the classroom. It “simply tries to investigate what actually happens inside the classroom. At its narrow, it is in fact research which treats classroom interaction as virtually the only object worthy of investigation” (Allwright & Bailey, 1991, p. 2).

It has been suggested that classroom research should focus on the language classroom to interpret the different aspects that could be relevant for the research.

Classroom is the setting where the attention of this research is focused. Without lessening the importance of oral interviews, and written questionnaires, classroom observation will provide reliable and accurate information about what is actually happening in the classroom and the coherence of the situations observed in contrast with the opinions and feelings expressed in the other instruments. It is essential to have clear objectives to do the observation in order to limit or to establish the focus of it. Long (1981) asserts that an observational instrument implies a theoretical claim about second language learning and teaching. Stern (1989) opines that by ignoring theory, you can run the risk of being overwhelmed with details that cannot be explained.

Hence, classroom observation can be defined as the systematic, intentional, and principled looking, recording, and analyzing the results of the observation for the purpose of research (Griffe, 2012).

Direct classroom observation is suitable for classroom research; it can provide valuable data by analyzing the behavior of participants, their attitudes toward the activities

The Reluctance of Participating in Oral Activities in the Classroom

developed, the role of the teacher in the classroom and a great deal of aspects and variables that can emerge from the observation.

When analyzing the appropriateness of the tools for collecting data, it was useful to revise some advantages and disadvantages of observation in qualitative research.

Advantages

- ❖ A researcher can directly observe a program (Rossi, Freeman, & Lipsey, 1999, p. 183), which means that observation can be focused on areas of interest including specific issues, materials, activities which can be observed and evaluated.
- ❖ The observer can search for categories of research and evaluation that make sense to participants or can be more focused by using predetermined categories (Allwright & Bailey, 1991, p. 3).
- ❖ Since observation can be done by the teacher, students are not threatened by outside observers and can do their best work (Fradd & McGee, 1994).

Finally, while observation data can be rigorous when combined with other types of data (Adler & Adler, 1998), to understand what tallies, numbers, or checkmarks mean, it may be necessary to interview the teacher and maybe the students to understand what the tallies or checkmarks mean (Hitchcock & Hughes, 1995; Stern, 1989).

Disadvantages

- ❖ “It is impossible to observe everything” (Patton, 1987, p. 12).
- ❖ “Maintaining observer openness is difficult because teachers are familiar with teaching and classrooms” (Bernard, 1994, p. 149).

The Reluctance of Participating in Oral Activities in the Classroom

- ❖ “If the observer is not the usual classroom teacher; the threat of research effect is always present” (Allwright & Bailey, 1991, p. 3). This means that an outsider observer can affect the usual behavior of the students during the observation.
- ❖ “In estimating student improvement, observation alone is usually not sufficient and other data collection instruments, such as tests, will be needed” (Fradd & McGee, 1994, p. 216).

In order to gather needed information, the observation was focused on five different aspects of the class: students’ attitudes toward oral activities, interaction with partners and teacher and the motivation of students to participate. All these aspects provided a broader view of the situations presented in the class and how students behave toward them.

Merriam (1998) explains in her work that “observational data represent a firsthand encounter with a phenomenon of interest rather than a second hand account obtained in an interview” (p. 1). Regarding this, special attention was paid to the interaction between the teacher - students, and students – students. It was necessary to take notes and also analyze all the data gathered.

Interviews

In qualitative research, there are different types of interview; however, the most typical interviews are those which are open, informal and unstructured. In second language acquisition research, interviews are used to collect data on covert variables such as attitudes and motivation for learning the second language (Seliger & Shohamy, 1989).

Silverman (1997) states that “interviews in qualitative research are useful for: gathering facts; accessing beliefs about facts; identifying feelings and motives; commenting

The Reluctance of Participating in Oral Activities in the Classroom

on the standards of actions (what could be done about situations); exploring present or previous behavior; eliciting reasons and explanations” (p. 92)

According to the structure and degree of explicitness, the interviews can be open, semi-open, semi-structured and structured. From open and semi-open interviews the information obtained can lead to great amount of variables because interviewees have freedom of expression. In structured and semi-structured interviews, there is a list of questions specifically related to the topic or the research problem. For that reason, Semi-open, structured and semi-structured interviews were appropriate to get relevant information, find new insights and make further questions focused on the research problem and ease the process of analysis. In addition, these types of interviews are also suitable for the large number of participants in this research process.

There was an interview to a teacher at the beginning of the research process in order to know their insights about the development of communication skills in the classroom and also the effectiveness of the activities proposed to improve class participation. At the end of the process it was necessary to design and apply another interview to a focal group, eight students selected from the course of eighth grade; the selection was mainly based on the higher or less participation demonstrated during the classroom observations. It was a semi-structured interview, in which students could express freely their insights about their own participation in class, their classmates' behavior toward oral activities and also the obstacles that inhibit to speak English and participate in oral activities.

Questionnaires

“Questionnaires are printed form for data collection, which include questions or statements to which the subject is expected to respond, often anonymously” (Seliger and Shohamy, 1989, p. 172).

In second language research, this type of instrument is valuable to gather information about situations or phenomena which are difficult to register through observation; for instance, feelings, motivation, attitudes and opinions. Like the interviews, the type of questionnaire can vary depend on the degree of explicitness. They are structured and unstructured. The first consists of a list of questions, in which the responses could be given through a mark by selecting some options. The unstructured questionnaires are mostly constituted by open questions to which the participant will be expected to respond in a descriptive manner.

Seliger and Shohamy (1989) outlined three main advantages of using questionnaires:

- ❖ They are self-administered and can be given to large groups.
- ❖ When anonymity is assured, subjects tend to share information of a sensitive nature more easily.
- ❖ Since the same questionnaire is given to all subjects of the research at exactly the same time, the data are more accurate (p. 172)

Taking into consideration the definition and advantages described above, it is clear that questionnaire was an adequate instrument for collecting data in this study since it is consistent with the objective of the research which is to gather accurate information and identify the factors that inhibit students participate in oral activities in the classroom. For

The Reluctance of Participating in Oral Activities in the Classroom

this particular research, two structured questionnaires were conducted. One questionnaire was distributed to the whole course (46 students) and the other was given to the teacher

By asking similar questions to students and teachers, the information was more reliable and valid. Furthermore, the comparisons between both responses allow researcher to have a broader view of the problem by means of two contradictory or similar positions of participants (teacher-students).

Having all the information gathered, next stage was the process of transcriptions of the classroom observations and the oral interview. They were both recorded, to see in detail every gesture and signals that help to understand and interpret the opinions and behavior of the participants.

When the process of collecting data has been completed and the transcriptions have been also done, the following stage consisted of analyzing and interpreting the results in light of the objective of this study. It was necessary to revise different techniques that ease the process of analyzing the data. Seliger and Shohamy (1989) point out that “data analysis refers to sifting, organizing, summarizing and synthesizing the data so as to arrive at the results and conclusions of the research” (p. 201). According to this explanation, the technique selected for conducting this part of the study needs to be appropriate not only for the research process, but also coherent with the type of methodology implemented to guarantee the validity and reliability of the results obtained.

Triangulation was the method chosen to establish the validity of the data gathered through different instruments (observations, questionnaires and interview). The purpose of triangulation was to analyze the research question in light of different perspectives obtained from the data collected. Gliner (cited in Meijer & Verloop, 2002) described triangulation as a method of highest priority in determining internal validity in qualitative research. Miles

The Reluctance of Participating in Oral Activities in the Classroom

and Huberman (1994) distinguished five kinds of triangulation in qualitative research: triangulation by data source, by method, by researcher, by theory and by data type. For this study, two types of these triangulations were used:

- Triangulation by data source (data collected from different persons, or at different times, or from different places);
- Triangulation by method (observation, interviews, documents, etc.).

By implementing this method, it was possible to identify and organize the relevant aspects that have to do with the factors that affect the class participation of the students by taking into consideration the insights of students and teachers through the questionnaires and interviews and the behavior and attitudes observed in class. This process was hard, but it contributed to deepen the understanding of the research problem and also increase the confidence in the findings emerged from the data.

Once the data were analyzed and so were the results established, next stage was related to the presentation of the results. This section was divided into two parts: first, a detailed description of the results, tabulation of the data and preliminary findings emerged from each applied instrument; second, the analysis of the major findings arisen from the data and analyzed by means of the process of triangulation. Finally, the interpretation and categorization of the results will be stated, in light of the factors that produce the student's reluctance of participating in oral activities.

Finally, the conclusions presented the significance of the research results regarding the research questions and the objectives of the study. It also discussed the implications for teaching and suggestions for further research.

Results

This chapter will present the results obtained in the application of the instruments. This information will be given as follows: First, the description of the interviews applied to students and teachers; in the second part, the description of two videos recorded during two classroom observations and the third part will show the analysis of the results by using the triangulation method for the information derived from the different instruments described above.

Description of the questionnaires to students and teachers

The first technique for data gathering was a questionnaire to students which aimed to know their opinion about the use of English in class and also their feeling and attitude as well when they participate in oral activities. In this way, we delve into the factors that possibly affect English students' communication in class which is the main concern of this research.

The questionnaire (Appendix A) was administered to 37 students of 8°A at San Jose de Luruaco School. This questionnaire consisted of nine questions; most of them were closed questions. Nevertheless, it was necessary to ask for a justification of their choices in order to obtain more complete and relevant information for this study.

The first question: *¿Te sientes motivado a participar en las actividades de la clase de inglés?* This question elicits about students' motivation to participate in class. Most of them said they felt motivated to participate due to the following reasons: learning more English, the class is fun and the teacher encouraged them to do it. Other students uttered they did not participate because they did not know English; they did not understand or simply because they did not like the subject matter.

Motivation for participating in English class activities:

SI	NO
33	4

Positive	Negative
Me gustaría aprender mucho más: 9	Porque no se hablar Inglés 2
Porque la profesora nos anima, nos explica bien: 2	Casi no me gusta 1
Es muy divertida y me gusta la materia: 13	Porque entiendo más o menos 1
Ser alguien en un futuro 1	

The second question: *¿Cuando el profesor propone actividades de participación oral: participas por gusto, por obligación, por la nota o prefieres no participar?* This question aimed to know the main reason the students had for participating in oral activities. 10 students argued that they participated because they liked this kind of activities; 20 students contended they took part in class just for the grade and they felt obliged to do it and 2 students alleged they preferred not to get involved.

Attitude toward oral activities

Participas por gusto	10
Por obligación	3
Por la nota	20
Prefiero no participar	4

Third question: *¿Cómo te sientes cuando debes emplear el idioma inglés para una actividad oral o para comunicarte con tus compañeros y profesor?* The students were given five options to choose: *a. Tranquilo; b. Animado; c. Tensionado; d. Inseguro; e.*

The Reluctance of Participating in Oral Activities in the Classroom

Avergonzado. This question elicited about their feelings or attitude toward oral activities or using English for communicating with teacher and classmates in the classroom. 15

students expressed they felt motivated when they had already prepared themselves for an oral presentation or because they wanted to learn more about how to pronounce words and to get for getting good grades. Other students said they felt insecure, stressed or embarrassed because they thought they will be given a bad grade or they were scared of making mistakes especially in pronunciation, or they thought they could forget what they had to say because of their nervousness.

Feelings or attitudes toward the use of English for communicating inside the classroom or for oral activities:

a. Tranquilo	8 <ul style="list-style-type: none"> ✓ Para aprender cómo se pronuncian las palabras ✓ Me gusta y quiero estudiar inglés cuando esté más grande
b. Animado	16 <ul style="list-style-type: none"> ✓ cuando hacen examen estudio me animo a participar ✓ Para que me corrijan y aprender ✓ Es chévere ✓ Para sacar la nota más alta
c. Tensionado	<ul style="list-style-type: none"> ✓ Porque siento que voy a sacar mala nota
d. Inseguro	12 <ul style="list-style-type: none"> ✓ Me da miedo equivocarme y que se burlen ✓ Me entran nervios ✓ Inseguro de la pronunciación ✓ Me puedo equivocar o se me puede olvidar
e. Avergonzado	1 <ul style="list-style-type: none"> ✓ Porque siento que no lo voy a hacer bien y se van a burlar

Fourth question: *¿Crees que es importante emplear el inglés como medio de comunicación oral en la clase?* This question aimed to know how important the students

The Reluctance of Participating in Oral Activities in the Classroom

consider the use of English for communicating freely in class and not only for performing an oral presentation such as memorized dialogues or role plays previously prepared. Most of them agreed on communicating in English is important to improve the communication in this language and also to enrich the knowledge of the language.

Importance of using the target language for communicating in class

SI	NO
35	2

a. Mis compañeros y yo podemos aprender más inglés	7
b. Porque podemos hablar con personas de otro país	1
c. Nos hablan de Inglés mas no de la comunicación	1
d. Nos ayuda a comunicarnos en este idioma	11
e. Si para que el profesor nos habla inglés y le entendemos.	2
f. Es el idioma que debemos aprender para viajar a otros países	1
g. Porque si el profesor habla en Español no aprendemos casi y cuando vayamos a la universidad no vamos a entender	1
h. Es importante para comunicarnos	2

Fifth question: *¿Cuando tienes que hacer una presentación oral en inglés, te preocupas por las reacciones de tus compañeros?* This question inquired about the concern of speaking English in front of the whole class. 27 students said they concerned about the comments of their peers when they had to perform orally in English mainly because they felt feel embarrassed of being ridiculed by their classmates. Sometimes they did not respect

The Reluctance of Participating in Oral Activities in the Classroom

the participation of their classmates; even they made jokes that inhibited some of them to participate.

Importance of the reactions of your classmates during an oral presentation

SI	NO
27	9

a. Porque siento que se van a burlar de mí y a hablar de mí que no lo hago bien.	d. me da temor q me chuleen
b. Me da miedo de lo que voy a expresar	e. Me da pena
c. es vergonzoso, me tiembla el cuerpo y el corazón comienza a dar más duro.	f. Porque cuando salgo al frente me siento tranquilo y no les presto atención si se burlan

According to the information given by the students in these five questions, it could be said that most of them are not actually motivated to use the language for communicating. They use the foreign language only for oral activities that they have to perform to get a grade, but they do not see the target language as an instrument for communicating in the classroom or outside the school although they are aware of the importance of using the language to practice more and improve their knowledge of it. The main concerns of these students is to communicate and participate in class using the foreign language seems to be the lack of good pronunciation, fear of making mistakes in pronunciation and being mocked by their partners.

Actually these students are insecure on the knowledge of English and they do not consider English as a means of communication either, just as a subject matter, in which they need to get good grades.

The Reluctance of Participating in Oral Activities in the Classroom

As far as the activities developed in English classes are concerned, the following questions inquired about the oral activities implemented there. Question six: *¿Consideras que las actividades orales propuestas en la clase te motivan a participar voluntariamente?* This question had three options to choose: *Si, no y algunas veces*. 20 students said *algunas veces*. At this point, the students reiterated that they sometimes do not participate voluntarily because they do not feel confident enough to perform in front of their partners and the teacher. Nevertheless, some activities were considered fun and they like participating in them. As seen before, their participation depends on the activity proposed.

Encouragement to participate in oral activities voluntarily

SI	NO	ALGUNAS VECES
16	1	20

a. Porque es muy importante lo que nos explican	g. A veces no porque no me lo sé y me da pena con mis compañeros 3
b. Nos ayuda a escuchar mas	h. A veces voluntariamente y otras por la calificación.
c. Porque la profe nos anima 2	i. porque a veces las clases no son divertidas
d. Depende si el tema no es difícil. 6.	j. Me da miedo pasar al tablero
e. hay actividades divertidas y no nos da pena.	
f. para comunicarnos	

In the question 7: *¿Por qué crees que todos los compañeros no participan en las actividades orales?* With regard to this question, they expressed some motives or reasons from nervousness of participating, shame, lack of study, shyness, the lack of attention.

The Reluctance of Participating in Oral Activities in the Classroom

Question 8 inquired about the type of activities they dislike: *¿Qué actividades orales no te agradan?* The oral activities mentioned were the role plays as well as the oral presentations, especially when they have to previously study something and say it to the whole class.

Motives for not participating

a. Creo que es porque les da nervio igual que a mí.	1
b. Porque les da pena salir al frente y porque creen que los compañeros se van a burlar.	10
c. Porque no estudian y les da pena salir.	7
d. Porque no se preocupan por aprender.	3
e. Son tímidos para hablar en público.	3
f. Se preocupan por la nota.	1
g. porque no les gusta.	1
h. porque no prestan atención.	2

Activities that students dislike

a. Hasta ahora no hay ninguna que no me guste.	1
b. Cuando tengo que decir algo en inglés.	1
c. Cuando toca salir al frente de los demás compañeros.	1
d. Talleres, dibujar, que hable mucho el profesor.	1
e. Examen oral.	1
f. Pasar al tablero y dramas.	2
g. Lectura y exponer.	1
h. Leer en inglés.	
i. Las exposiciones.	4
j. Las que no entiendo.	1
K. Traducciones.	
l. Diapositivas.	2

The following question elicited about the activities they would like to do in the English classes: *¿Qué actividades te gustaría que se implementaran en la clase de ingles?*

The Reluctance of Participating in Oral Activities in the Classroom

The Students mentioned activities like games, Power Point presentations (PPT), word search puzzles and others they considered appealing and interesting.

Attractive strategies for students

a. Más juego para que hagan más divertidas las clases.	4
b. Que pusieran a escribir palabras en el tablero.	1
c. Una clase mejor	1
d. Vocabulario y sopa de letras.	1
e. Canciones.	1
e. Diapositivas.	3
f. Textos y audio.	1
g. Chistes y diálogos.	1
h. Dramas.	1
i. Juegos en grupos.	1

After describing the information obtained from the questionnaire applied to the students, it was necessary to know the teacher's considerations about the feelings and attitudes of these students toward the class activities, in particular, the oral participation.

The second technique implemented for collecting this information was a questionnaire applied to the English teacher (Appendix B) who guides the class in the eighth grade. The questionnaire comprised of eight questions. The teacher was given the questions to answer them and then she was asked to give a justification for each question during a dialogue with the interviewer.

First question: *¿Qué habilidades son más desarrolladas en el aula: escritas u orales?* For this question, the teacher stated that the most developed ability in class was writing because it is easier to keep the students busy by having them working on written worksheets and transcripts from the board. Contrary to this, it is harder to develop speaking and listening because of the amount of students.

The Reluctance of Participating in Oral Activities in the Classroom

The second question is aimed to know about the motivation demonstrated by the students during the development of the Basic English skills: *Los estudiantes se muestran más motivados en actividades de listening, reading, writing o speaking?* According to the teacher's perception, the students are more motivated when participating in reading and writing activities. Most of the activities proposed in class are addressed to develop these skills; consequently, the students are not familiar with this kind of activities and they might think that these are not very important for their language learning.

In order to know more about the use of the foreign language in class, the third question was: *Cuándo tus estudiantes deben emplear el idioma Inglés para una actividad oral o para comunicarse con sus compañeros y profesor, ¿Tú consideras que la mayoría de ellos se sienten tranquilos, animados, tensionados, inseguros u otro?* Despite the lack of speaking activities in the prior answers, the teacher replied that most of the students feel motivated when it came to using the foreign language to communicate with the other classmates and the teacher; some of them were insecure when they did not manage the topic very well and they ashamed in front of their classmates.

Question number four aims to know the teacher's opinion about the importance of giving the class mainly in English; she thought that it was necessary to give the students an authentic environment of learning where they can see the language in a fun and curious way.

The fifth question was about the kind of activities that the teacher proposes to encourage participation in oral activities: *¿Qué tipo de actividades propones para incentivar la participación en actividades orales?* The teacher answered that she always planned oral activities such as conversations, dialogues in pairs, games, videos and songs.

The Reluctance of Participating in Oral Activities in the Classroom

In spite of these activities that seem to be very motivating, there are some students reluctant to participate in them. The sixth question asked about the reasons why the students did not participate in oral activities: *¿Por qué crees que algunos estudiantes no participan en las actividades orales?* The teacher stressed that she observed that some students bothered their peers when they tried to express their ideas in English, it could be one of the main reasons of the reluctance to use the language for communicating in class. Consequently, the teacher needed to make a big effort in order to motivate students. The next question elicited about the motivation to speak in English in class and the factors that may affect the voluntary participation: *¿Consideras que la clase de inglés motiva a los estudiantes a hablar en este idioma?, o por el contrario existen algunos factores afectivos o cognitivos que impiden su participación voluntaria? En este caso, si los has notado, ¿Cuáles son?* The teacher said that motivation for participating in class had improved, now they are more willing to do it; for instance, they viewed mistakes like something normal for learning; however, there are some factors that may inhibit student's participation such as: fears, lack of commitment or interest, teasing and disrespect.

In the last part of the interview, teacher was inquired about the most difficult oral activities for students: *¿Qué actividades orales consideras que son de mayor dificultad para los estudiantes?* She answered that the spelling and listening activities were much more difficult for their students.

Although listening and spelling activities are not easy for this target group, the teacher needs to provide enough practice of this type of activities in order to make students feel more confident and secure on the development of these abilities.

Description of classroom observation #1 (Appendix C)

These observations were recorded in order to have a clearer picture of the behavior of the students during the class. This first one was carried out on September 19, 2013. In fact, this class was not planned for developing oral activities. It was a normal class of English, and even the teacher was not informed about that observation to have a more reliable evidence of what actually happens in the English classes in term of class participation and the behavior of students during the class, especially, during oral activities.

The classroom was too small for the amount of students; the course 8th grade had 46 students. They were organized in lines from wall to wall. It was hard for the observer to find a place to sit and take notes. Every student had the photocopies of a book called *Minibeats* because the class revolved around would be about a reading passage from it. The teacher read the text aloud and carried out a warm-up activity by asking some questions related to the topic and the environment:

Segment 1

- | | | |
|---|----|---|
| 3 | T | Which minibeats do you know? |
| 4 | Ss | (no response) |
| 5 | T | What's the meaning of? |
| 6 | T | (Teacher translated the question into Spanish) ¿Cuáles insectos conoces? |
| 7 | Ss | (students started answering at the same time) mosquitos, hormigas, grillos, avispa. |

In this segment, it is evident that students did not want to participate. At first, it could be said that they had problems with the listening exercise or they were not familiarized with the vocabulary; however, when the question is translated into Spanish, they were willing to participate at the same time but using the mother tongue despite of having the vocabulary of Minibeats listed in the text.

The Reluctance of Participating in Oral Activities in the Classroom

Then, the teacher asked for a volunteer to read the text aloud. There were not volunteers, and one student asked about the grade if he read. The former shows the interest of the students for having grades as a special motivation to participate. Nobody wanted to read aloud; consequently, the teacher has to call on a student. The student was surprised of being called on and was reluctant to start reading; hence, another student was volunteered to read. Reading aloud is difficult for them, especially this kind of text that has some scientific names.

The vocabulary was not taught before; it could be the reason why the students were not familiarized with the vocabulary and the topic.

Segment 2

- | | | |
|----|----|--|
| 22 | T | In this page there are some activities, number one, reading, number two, complete the chart, and three draw.
¿Qué hay que hacer ahí? |
| 23 | S | Hay unas palabras. |
| 24 | T | ¿Hay unas palabras para qué? |
| 25 | Ss | No response. |
| 26 | T | Para completar de acuerdo con el texto. |
| 27 | T | (Teacher kept on explaining the activities in Spanish) En la tercera actividad tienen que relacionar el animal. ¿Qué dice ahí?...Draw ¿qué esi98u? |
| 28 | Ss | No responses. |

In the last segment, the teacher made the explanation to start working on the activities in English. The students did not understand the instruction. The teacher was trying to check the understanding of the instructions, but she had to translate them into Spanish to ensure that they understood and could work on the activities. Most of the students were inhibit to talk due to the lack of comprehension in the foreign language.

The Reluctance of Participating in Oral Activities in the Classroom

In the next part of the class, the students asked for new explanations to the teacher, but finally the teacher decided to give the instructions and clarifications in Spanish. This way, they were more comfortable to ask the teacher and work on the activities. But the use of English in the class was reduced to merely look up the words in the dictionary and translate the text into Spanish to work on the reading comprehension of the text.

Description of class observation #2 (Appendix D)

The observations were recorded in order to have a clearer picture of the behavior of the students during the class.

This second observation was carried out in July 2014. The students are now in eighth grade and the class is formed by 44 students. The objective of the lesson was to talk about future plans and arrangements; the grammar structure was the form of *going to* and vocabulary related to verbs.

At the beginning of the class, the teacher was warming up the topic by asking her students to remember the structure of *going to* which was taught last class. The students did not answer immediately. They had to look at the lesson in their notebooks to give the answer in chorus. During the class, it was predominant the participation of the students in chorus, that is to say, most of the students speak at the same time, to repeat something or give an answer.

During this last observation, teacher called on volunteers but students did not want to participate voluntarily, thus the teacher always had to call them on for participation. The class was divided into two parts; first moment was devoted to review the structure of *going to*, although students knew the topic, most of them were inhibited to read the sentences from the board. The initial activity was to identify mistakes in some grammar constructions

The Reluctance of Participating in Oral Activities in the Classroom

with *be going to*, again the students participated in groups or chorus to say whether the sentences were right or wrong. However, they remained quiet when they had to support their choice.

Segment 1

- T Ok, look at the board. Is..correct?
 OC Some students answered.
 SS Noooo. (Chorus to answer)
 T Why not?
 OC Some students started murmuring the answer in a very low voice.
 T Ok, Rico stand up, Rico stand up (making gestures) Why is not correct?
 Rico It is ..mmm

Another moment of the class was devoted to practice the grammar learned through an oral practice. The students had to think of a question and asked a partner to answer. The teacher said that they only had to think the question, not to write it, but all students preferred to write the sentence and read aloud or learn by heart to say it. They did not feel comfortable at asking the question in front of the class without having previously constructed the sentences.

Despite all this, most of the students could manage the grammar structure of the class. They were reluctant to read aloud or answer the teacher's questions. Sometimes the teacher handed a multiple choice exercise in order to help students to answer them and participate during the explanations.

Segment 2

- T Ok, Rico stand up and read the first sentence, number one and number...Rico number one, read please.
 Rico Mmm?
 T Read

The Reluctance of Participating in Oral Activities in the Classroom

SS (low voice) ;Que leas!

OC The student started moving her body (anxiety movements).

Rico Is...he going to play soccer?

During the dialogues, some students spoke in a low voice and it was difficult to transcribe what some of them uttered, and even the attention given to the class was dispersed because the rest of them could not listen to the dialogues clearly.

Some students read the question from their notebooks; others learned mechanically and they often forgot some words and the teacher had to complete them. The teacher was always interfering not only to correct mistakes in pronunciation or grammar, but also to complete questions and to repeat the sentences loudly.

Segment 3

Yorledis I'm going to..mmm...the park..mm?

T Repeat the question Sergio, sorry.

Sergio Are you going to park the Friday?

T Are you going to go ...are you going to go park...in the park or to.
Park.. Are you going to the park on Friday?

Yorledis I'm going to...to the park Fridays.

T Ok, sit down.

The teacher monitored the activity. Most of the students did not want to be called on by their classmates to make the dialogue in front of the class. They looked so stressed when their classmates were selecting the partners for the dialogue.

Description of class observation #3 (Appendix F)

This class was planned with the teacher to observe the participation of the target group in oral activities in front of the class and in pairs.

The topic proposed was the routines. The students were familiar with it because they were already explained the simple present as well as the frequency adverbs beforehand. The aim of this topic was to make questions and talk about daily routines.

The teacher prepared a PPT presentation to make the class fun and interesting for students, but there was a problem with the projector and it was necessary to help the teacher by presenting the vocabulary about routines with a tablet and writing the vocabulary on the board.

At the beginning of the class, the teacher presented the vocabulary and asked the whole group to repeat and practice the pronunciation. She also asked them about the actions that they usually do every day. In that moment, they were so motivated to participate. As a matter of fact, most of them resorted to Spanish to speak about the activities. The teacher gave an example to model the way the students could talk about their daily routines. After that, they have to interact with their partner and talk about the daily activities.

Students did not want to be observed or recorded by another person different from their partners, they were so shy to carry out the dialogue in front of me and the camera was also a hectoring object.

Segment 1

S Señó no me grabe.

S1 What do you do...este...watch TV six o'clock?

S Not response.

S2 No profe aquítodavía no ..Vaya para allá.

The Reluctance of Participating in Oral Activities in the Classroom

In this activity done in pairs, the participation was better. Despite this, they carried out the activity not to know about their partner's routines, but as a practice to participate in it later in front of the class. For this reason, most of them wrote questions such as ***What do you do at seven o'clock?, What do you usually do at five?, What time do you get up?***

The teacher had not told that they had to act out the dialogue to the whole class, however they started practicing in pairs, even some of them wrote the sentences to be ready to present the dialogue.

These students rarely changed the structure presented by the teacher. They just asked and responded automatically.

Segment 2

S5 What do you do at...?

S6 I usually watch TV.

S5 What do you do at seven o'clock?

S6 I usually watch TV.

In the previous segment, it is evident that the communication activity did not meet the objective because the students did not get their ideas across; they simply repeated the verb forms. In this part, the student answered without having listened to the question.

Nevertheless, they interacted in Spanish to help their partner to repeat and use the grammar forms accurately. It is worth highlighting the students were worried about the use of grammar instead of communicating their ideas.

During the next part of the class when the teacher asked students to present the dialogues to the class, they were so anxious although they had previously practiced the dialogue and even some of them had learned it. Nobody wanted to perform in front of the class, so the teacher had to call them on.

Segment 3

- T Ok, another student, for example, Fabiana, Marihelena, Wilmaris, Arianna, Arianna you
- OC (students laughing) nobody wanted to be called on.
- T Arianna stand up, quickly...quickly...

All of the students showed anxiety when presenting the dialogues. Some were moving a lot while others repeated the words more than twice and others laughed nervously.

Regarding the objective of this class, it could be said that these students seemed to be more motivated to work in pairs without being observed by others because when they did the dialogue with a partner, most of the students practiced the dialogue; however, they did not want to be recorded or acted out the dialogue to the whole class.

Description of focal group interview. (Appendixes F, G)

After the class observation, it was necessary to know students impressions about their participation in English classes regarding the situations observed during the last two classes. There was a selection of eight students taking into consideration their level of participation; most of them evidenced symptoms of anxiety during the performance in oral activities in the classroom. The interview was semi-structured, it means that there was a list of questions previously organized but the interviewers were free to speak and finally most of the questions were based on interviewee's responses because it was carried out like a friendly and non-threatening conversation and also the students could respond to the questions they wanted.

The Reluctance of Participating in Oral Activities in the Classroom

The students were willing to collaborate with the interview although they seemed to be a little stressed but then they felt relaxed when they were explained that they would not be evaluated and the questions and answers would be all in Spanish.

First, they were inquired about how interesting they consider studying English at school. Two of them, said that the main objective for studying English is be able to speak and interact with people from other countries, however a student said that it would be very difficult to speak in English because they have to learn so much vocabulary.

Segment 1

T	Arianna, ¿Crees que las actividades de inglés que desarrollas en el colegio te permitirán hablar con un extranjero?
Arianna	No, profe porque yo casi no entiendo, pero si me aprendo las palabras de pronto

On the other hand, they considered class participation important to learn English but they do not often take part in them actively to avoid being ridiculed by their peers and the corrections of the teacher in front of their classmates. Next, they were inquired if they would participate more if their classmates did not mock them or the teacher did not correct them; they said that even if their classmates did not say anything, they often felt embarrassed of speaking in front of the class.

Segment 2

Camilo	Me daba miedo que se me fuera a olvidar.
T	Ósea que te lo aprendiste de memoria.
Camilo	Si yo me lo aprendí.

These students expressed that they were insecure to improvise dialogues in front of their classmates. Due to this, they preferred to write down the questions, their answers and

The Reluctance of Participating in Oral Activities in the Classroom

memorize them. One of the main reasons of this insecurity had to do with the fear to make mistakes when pronouncing in English and the constant correction made by the teacher.

The latter made a group students ridicule the others.

Segment 3

- | | |
|--------|---|
| Camilo | Yo no se habla inglés profe, por eso me da pena delante de los demás porque no se decir bien las palabras y me aturdo cuando la profe me dice que repita. |
| T | ¿Cómo así que te aturdes? |
| Camilo | ¡Qué no me sale la pronunciación! |

Finally, the students were questioned about their reactions when they had to perform in front of the class. They mentioned some anxiety symptoms such as laughing, trembling voice, watery eyes .etc. They experimented these reactions, especially, in oral dialogues without reading

Keeping the objective of this interview in mind, it is worth mentioning that the students felt comfortable at talking about their feelings and attitudes toward the class participation. Through their answers, it was noticeable that they wanted to learn English, but the class participation was really difficult due to some factor such as nervousness, anxiety, mocking from their partners, teachers' corrections and mispronunciation.

After analyzing the data collected through the different instruments, the following findings emerged in relation to our first research question: How do affective factors affect the oral participation of the students in activities proposed by the teacher?

Analysis and discussion

After having processed the data described the instruments applied; the findings emerged from the research question of this study will be analyzed and interpreted in this chapter:

In order to have a broader understanding of the reluctance of the students to participate in oral activities in the classroom, it was necessary to group the information obtained into categories or factors derived from the data.

Factors affecting class participation

Anxiety

Through the varied data collection instruments applied, it was evident the high level of anxiety caused in students when they had to participate in oral activities. Sometimes they were reluctant to speak in the English class because they were nervous and tensed, which hampered successful communication in class.

In addition, they felt anxiety when speaking English in class mainly due to the fear of making mistakes, being mocked in class, which could affect their self- esteem. This factor has been studied by a group of researchers. For instance, Horwitz et al. (1986) affirm that teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches to foreign language teaching, such as community language learning are explicitly directed at reducing learner anxiety.

During the classroom observations, the students showed some symptoms of anxiety such as trembling voice, water eyes, laugh without reason and they also mentioned others in

The Reluctance of Participating in Oral Activities in the Classroom

the interview such as palpitation, stomachache and mental block. Some of the students pointed out that they could cope with anxiety and it could be reduced whenever they had previously prepared the activity, but other students expressed that even when they had already practiced the activity, they were not able to control the anxiety and they felt inhibited to participate voluntarily and preferred to wait for their turn to speak.

Considering this, it is advisable that teachers pay special attention to students' personalities to see to what extent it could affect the achievement of goals in the classroom. It was also noticeable that the teacher used to call on the same students to participate in order to maintain the dynamic of the class because she was sure that they responded better than the others that rarely participated. This situation worsened because the students who experienced higher degrees of anxiety were left behind and could miss the opportunity to rehearse and improve their communicative competence. As a consequence, they might have got bored in the class and lost interest in learning the target language and both their self-esteem and self-confidence could be lowered.

This perception is aligned with Haycraft (1988) who expresses that success in English teaching is not only related to a specific method because there are classes with wonderful methods but students reluctant to participate because teachers are not interested in human beings and he also emphasizes that the best method might fail due to the fact that personality diversity and needs are underestimated or ignored.

Low motivation for communication.

Communication should be the goal of most of the activities in the English class and through the participation in oral activities, students will improve their ability to communicate with others; nevertheless, after revising the information taken from the

The Reluctance of Participating in Oral Activities in the Classroom

instruments, it is evident that there is a low motivation in communication using the target language. These students felt obliged to practice English in oral activities because they just want to get a good grade, or were afraid of having a bad grade.

In the questionnaire given to the whole group, most of them manifested that they were motivated to take part in oral activities because they liked to do it and they also wanted to learn more. The former contrasted with the classroom observations done, in which the teacher was always asking for volunteers to participate and not evaluating them, thus, finally, she had to call on the students in a way to encourage them to get involved. Equally, the students argued that having a good grade is a strong motivation to perform well in oral activities such as dialogues or role plays. Due to this, they always made an effort to do well in class. Others were really concerned about the grade and considered speaking a very difficult skill. According to them, performing in front of the class was the worst experience. In order to avoid this, they preferred other types of activities for being evaluated such as completing grammar exercises or writing activities.

On the other hand, it is worth pointing out motivation is an important factor for achieving learning goals, but this motivation cannot be focused only on the evaluation. When being motivated, students can learn English much more easily and this can facilitate communication. The terms integrative and instrumental were relevant to identify the type of motivation that characterize the target group; integrative motivation refers to learn the language for interacting with people who speak it and learn more about the culture associated with the language, on the other hand, instrumental motivation comes from the idea of an academic degree or occupational purposes like getting a job.

Based on the data arising from the instruments, instrumental motivation seems to be the most common one in the classroom. Gardner and Lambert (1972) contended that

The Reluctance of Participating in Oral Activities in the Classroom

students have an “instrumental motivation” taking into account that they have to achieve some goals to graduate. The majority of these students do not learn English for pleasure just for obligation. Sometimes learners can be encouraged to learn by instrumental and also integrative motivation but there is always a predominant one.

Bearing this in mind, the high interest in the grade may lead students to participate in oral activities; the problem is that they center their interest on the grade and not on acquiring communication skills. In fact, this group viewed learning a language as just having a good grade. They are unaware that assessment is part of the process of all education system. It is also an instrument for reviewing the effectiveness of the process carried out in the classrooms and in the school; however, this part of the assessment needs changing in order to be a motivating factor in the classroom, to make students to participate voluntarily in the activities proposed and not to inhibit class participation because of the fear of failing the subject matter.

Low self confidence in learning a foreign language

During the classroom observations, it was evident that the students needed to improve their English level. They require learning more vocabulary and practice speaking to improve their pronunciation. According to their answers arising from the survey, they are aware of the necessity to practice English in the classroom to enhance communicative skills; nevertheless, they are not willing to participate in class because they are insecure about their knowledge, especially, pronunciation.

Likewise, the majority of them stressed that the pronunciation of words in English is difficult, in particular, when they have to perform in front of the class. This situation might be related to low self-confidence. The students need to be aware of their capabilities

The Reluctance of Participating in Oral Activities in the Classroom

to learn and the best way of doing that is to encourage them to take the risk of practicing their English in oral activities and being able to assume the mistakes as opportunities to improve their skills. As Rubio (2007) puts it “Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out the class (p. 12).

In the context of this study, the students did not drop out of the class but they do not participate voluntarily in the oral activities. During the open interview, one of the students uttered that she would like to communicate with people from other countries in English, but she considered that the oral activities developed in the class are not useful to speak English naturally, because English is very difficult and the pronunciation is really harder. This student also added some of her classmates pronounces or answers in a low voice because they were not sure about what they can do with the target language. These students did not trust in their language learning; they felt compelled to participate and learn basic things to obtain good grades and pass the course.

Teacher’s method to monitor oral activities

The teacher’s role in the classroom plays a relevant role to achieve the goals of language learning. After planning the activities for encouraging students to participate and promote effective communication in the classroom, the teacher should monitor the development of the activities and foster an appropriate environment where students could be comfortable to use the target language and participate in oral activities.

The results emerged from the survey showed that students were satisfied with the teacher. As a matter of fact, some of them remarked that they liked the teacher’s methodology because she encouraged them to learn the language. Although the classes were focused on

The Reluctance of Participating in Oral Activities in the Classroom

vocabulary and grammar, the teacher also included some activities to develop speaking and make students use the language in a meaningful way. This view is reaffirmed by El Karfa (2007) study that suggests that “teachers should be resourceful when planning their classes and they need to create an environment that is conducive to learners’ practice of different participatory and intellectual skills” (p. 38).

During the observations, the concern of the teacher for making students participate and enhance their skills emerged clearly. Another point was monitoring the activities. With regard to this, the teacher intervened too much correcting grammar and pronunciation mistakes, which is one of the factors causing anxiety on students and reluctance to participate. Some students expressed that they feared to make mistakes because the teacher corrected all the time on the spot immediately, asked them to repeat the sentence, and they usually felt more stressed when they were exposed to public ridicule when the teacher corrected them in front of their classmates. On some occasions, there were not grammar or pronunciation errors within the sentences, but the teacher had the students say again loudly or the teacher repeated the sentence to keep the attention of the class on the dialogue. Despite the fact that the teacher’s intention was not to discourage the students’ participation, the effect was the opposite. Interrupting the flow of the activities and being criticized in front of their partner was really frustrating for them, which hampered communication. This finding is similar to a study conducted by Brown (1994), in which students arrive to class with defense mechanisms already built. Contrary to this, classroom experience shows that the teacher’s attitude towards mistakes can reinforce these barriers creating, in the long run, learning blocks such as: : “I can't do it. I 'm not good at it, I'll never do it.

Fear of making mistake and being ridiculed by peers.

According to the information gathered from the students, one of the main causes of the reluctance to participate in oral activities is the fear of making mistakes and being ridiculed by their classmates.

In the survey, the target group highlighted that they were really worried not only about the teacher's evaluation, but also about their partners' opinion when they speak English. Most of them expressed that they did not like participating in oral activities in front of the whole class because some classmates did not respect when someone was performing in an oral activity, the teacher tried to control that, but sometimes it was useless. During the classroom observations, the former view was reiterated when the teacher had to call on the students to participate in the activities in spite of their classmates' mockery. As a result of this situation, the students did not take the risk themselves of speaking in class, and risk taking is one of the important characteristics of successful learning in a second or foreign language. As Brown (2001) puts it "Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth risks"

Teachers need to be aware of this situation and foster cooperative learning in class in order to transform the classroom into a relaxing environment where students can interact with their partners, learn from their mistakes, provide feedback respectfully and participate voluntarily in oral activities.

Pedagogical Implications

Consequently, this study will present some implications for teaching and help students become more motivated and active to take part in oral activities:

- Teachers should be aware of the abilities, needs and fears of each student in the class. This might contribute to search for the strategies that facilitate students become more active to speak English in oral activities individually, in pairs or in small groups. By doing this, students can gain confidence and allow them to participate in the activities and exercise proposed and suggested without being obliged to do them.
- Oral activities should be adjusted to students' interest. The use of different activities such as games, conversations in small groups, meaningful topics could be considered by the teacher in order to develop the communicative skills among the learners.
- Activities to learn new vocabulary and pronunciation should be proposed by the teacher before the oral communicative activities; this preliminary practice could help students to feel more confident about using new words and grammar to communicate and participate in these activities.
- Promotion of cooperation and collaborative learning among students could help to create a harmonic environment, in which students feel free to speak and be capable to accept comments as well as suggestions from the teachers and classmates as opportunities to improve their communicative competence.

The Reluctance of Participating in Oral Activities in the Classroom

- Teacher should focus on students' strengths rather than their weaknesses.

This could be a way of reducing their inhibition to speak and improve their levels of self-esteem.

- The correction of mistakes should take place in a friendly and cooperative atmosphere, in which the students learn from their mistakes without feeling threatened or teased by others.

Conclusions

Research is a systematic approach to finding answer to questions.

(Hatch and Farhady, 1982)

Considering that communication should be the aim of all language teaching process, the current interest for expanding knowledge through the immersion in different cultures and the necessity to have better career opportunities in the globalized world has shed light on the varied factors that inhibit students to develop their communicative competence in the classroom.

In order to respond to the research question: What are the factors that cause the reluctance of students to participate in oral activities in eighth grade students at San Jose de Luruaco School?, it was essential to understand the behavior of students toward oral activities and analyze both the teacher and the students' role during these activities. For this, the qualitative research selected provided the most suitable methods and tools to have a broader understanding of the factors affecting what actually happens in class through the analysis of the different perspectives of the participants involved.

After having collected and analyzed significant data by means of classroom observations, surveys and interviews the conclusions of this research will be drawn into some aspects that help to clarify the main reasons why most students remain reluctant to take part in oral activities.

One of the factors affecting reluctance of participation is the anxiety which is regarded as a typical reaction of students when they have to perform orally in the English class. The teacher encouraged her students to use the target language in the class, but some of the activities proposed were not suitable for attaining this objective. During the analysis

The Reluctance of Participating in Oral Activities in the Classroom

of the interviews and the classes observed, it was evident that most of the classes were focused on grammar; the students consider English as a subject matter in which too much vocabulary and grammar structures have to be learned mechanically to have good grades.

On the other hand, the permanent translation into Spanish lead students to feel free to use only Spanish for communicating in class and understand what the teacher says without making any effort to grasp the information or instructions in English. Therefore, it is useless to ask students to speak English in class if the teacher does not use the target language most of the time and the Spanish language is still the means of communication to have a better understanding of the lessons and the instructions of the activities. As a result of it, the students are not accustomed to practicing speaking and they are reluctant to speak English and take part in oral performances.

Another important finding that emerged from the data was that anxiety seems to be the predominant factor that affects the students' participation in oral activities and the low development of communicative skills in the classroom. It can also be concluded that the main causes of foreign language anxiety are other factors such as: lack of confidence, lack of good pronunciation and limited vocabulary. The aforementioned reasons can increase the levels of anxiety and inhibit them to participate actively in the proposed activities.

Another salient point to bear in mind is that of motivation. The target group was highly motivated to take part in class mainly to have a good grade. On the other hand, the improvement of communicative skills is not relevant for students; one of their main concerns at the time of participating is the fear of negative evaluation.

As mentioned before, the teacher's attitude towards the mistake correction also influences the reluctance of participating in oral activities; the teacher's on the spot corrections at the moment of speaking interrupts the natural flow of the dialogue and

The Reluctance of Participating in Oral Activities in the Classroom

increase the students' anxiety that prefer remain quiet instead of speaking and being corrected before the group.

Similarly, the fear of being criticized or ridiculed in front of their classmates is another factor that inhibits students' oral performance in the classroom. Apart from the anxiety, the lack of having a good command of English, the fear of having a bad grade and the reaction of their partners when they make mistake, it is usually cause of embarrassment and a strong motive to be reluctant to participate voluntarily in oral activities.

The identification of these factors was really relevant and significant because sometimes the real causes of the situations around the low participation of some students in class are ignored and although teachers encourage them to speak in the target language as a way for improving their speaking abilities but the effect could be the opposite if the internal and external factors that affect the use of English to participate in class are overlooked.

Hence, it is necessary that teachers consider the variety of personalities that they have in the classroom when planning their lessons, in order to present suitable strategies that encourage all students to participate in oral activities.

In addition, promoting different type of activities that favor cooperation and collaborative learning among students might help to create an appropriate environment for students to take the risk to talk to others and receive feedback from them to improve their knowledge of the language.

Finally, these results indicate that students recognize the importance of communicating in the target language and demonstrate interest in learning the language with speaking purposes. As a matter of fact, they consider they have some limitations such as lack of vocabulary and good pronunciation which hamper communication because they are afraid of negative evaluation or being mocked in front of their peers.

The Reluctance of Participating in Oral Activities in the Classroom

Further study of the issue is still required to deepen into the factors that affect the development of speaking activities in class and design activities that respond to communication needs of students and also encourage teachers to see beyond the assessment of the students' performance and provide permanent motivation for class participation and language use as a means of communication in class.

References

- Adler, P. & Adler, P. (1998). Observation techniques. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp.377-392). London: Thousand Oaks, Sage.
- Agar, M. (1986). *Speaking of ethnography*. Beverly Hills, CA: Sage.
- Allwright, D., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge, England: Cambridge University Press.
- Andres, V. (1993). Self-esteem in the Classroom. Unpublished small-scale classroom research, College of Preceptors, UK.
- Arnold, J. (1999). *Affect in language learning*. Cambridge: Cambridge University Press.
- Arnold, J. & Brown, H. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in language learning*, (pp. 1-24). Cambridge: Cambridge University Press.
- Basic, L. (2011). Speaking anxiety: An obstacle to second language learning? Retrieved from <http://www.diva-portal.org/smash/get/diva2:453921/FULLTEXT01.pdf>
- Beebe, L.M. (1983). *Risk-taking and the language learner. Classroom oriented research in second language acquisition*. Rowley: Newbury House Publishers, Inc.
- Behroozizad, S., Nambiar, R. M., & Amir, Z. (2012). The relationship between language learning strategies and teacher's mediating role. 3L; Language, Linguistics and Literature. *The Southeast Asian Journal of English Language Studies*, 18(2), 35-48.
- Bernard, H. (1994). *Research methods in anthropology: qualitative and quantitative approaches* (2nd ed). Walnut Creek, CA: Altamira Press.
- Brown, H. (1994). *Teaching by Principles*. New Jersey: Prentice Hall.

The Reluctance of Participating in Oral Activities in the Classroom

- Brown, H. (2000). *Principles of language learning and teaching*. White Plains, NY: Addison Wesley Longman.
- Brown, H. (2001). *Teaching by Principles: An interactive approach to language pedagogy* (2nd ed.) New York: Longman.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Bygate, M. (1998). Theoretical Perspectives on Speaking. *Annual Review of Applied Linguistics*, 18, 20-42.
- Byrne, D. (1987). *Teaching writing Skills* (2nd ed.) London: Longman.
- Cameron, C. (1990). The ethnographic approach: Characteristics and uses in gerontological nursing. *Journal of Gerontological Nursing*, 16(9), 5-7.
- Castrillon, V. (2010). *Students' perceptions about the development of their oral skills*. Tesis no publicada. Universidad Tecnológica, Pereira, Colombia.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge Taylor & Francis Group.
- Coopersmith, S. (1967). *The Antecedents of Self-Esteem*. San Francisco: W. H. Freeman.
- Cotter, C. (2007). Speaking well - four steps to improve your ESL EFL students speaking ability. Retrieved from [http: www.ezinearticles.com](http://www.ezinearticles.com).
- Covington, M. (1989). Self-Esteem and Failure in School: Analysis and policy implications. In A.M Mecca & N. J. Smelser (Eds), *The social importance of self-esteem*. (pp. 72-75). California: University of California Press.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approach* (2nd ed.). London: Sage Publications.
- Danner, H. (1997). *Hermeneutics and educational discourse*. Johannesburg: Heinemann.

The Reluctance of Participating in Oral Activities in the Classroom

- Denzin, N., & Lincoln, Y. (1995). Transforming qualitative research methods. Is it a revolution? *Journal of Contemporary Ethnography*, 24(3), 349–358.
- Dockrell, J. E., Bakopoulou, I., Law, J., Spencer, S., & Lindsay, G. (2010). *Developing a communication supporting classroom observation tool*. Department of Education. (DFE-RR247-BCRP8).
- Eckard, R. & Kearny, M. (1981). Teaching conversation skills in ESL. language in education: theory and practice. Retrieved November 12th, 2014 from: http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED208676&ERICExtSearch_SearchType_0=no&accno=ED208676
- El Karfa, A. (2007). Open classroom communication and the learning of citizenship values. *English Teaching Forum*, 45(4), 38.
- Ellis, R., Tanaka, Y., & Yamazaki, A. (1994). Classroom interaction, comprehension, and the acquisition of L2 word meanings. *Language learning*, 44(3), 449-491.
- Ericsson, K., Krampe, R., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100, 363-406. doi: 0033-295X/93/S3.00.
- Fradd, H. & McGee, L. (1994). *Instructional assessment: An integrative approach to evaluating student performance*. Reading, MA: Addison-Wesley Publishing Company.
- Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second-language learning. Part II: Affective variables. *Language teaching*, 26 (1), 1-11.
- Gardner, R., & Lambert, W. (1972). *Attitudes and motivation: Second language learning*. Rowley, MA: Newbury House Publisher.

The Reluctance of Participating in Oral Activities in the Classroom

Golebiowska, A. (1990). *Getting Students to Talk*. New York: Prentice Hall.

Graddol, David. (2006). *English Next*. London: British Council.e

Griffiee, D. (2012). *An Introduction to Second Language Research Methods: Design and Data*. California, CA: TESL-EJ Publications.

Haycraft, J. (1988). The first international house preparatory course: An historical overview. In T. Duff (Ed.), *Explorations in teacher training-problems and issues* (pp. 1-10). London: Longman.

Hancock, B. (2002). *An Introduction to Qualitative Research*. Trent Focus Group. University of Nottingham.

Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowley, MA: Newbury House Publisher.

Herazo, J. D., & Donato, R. (2012). Mediating meaning in interaction: Researching the connection between professional development and teacher practice. In B. Yoon & H. K. Kim (Eds.), *Teachers' roles in second language learning: Classroom applications of sociocultural theory* (pp. 19-40): Information Age Publishing.

Hymes, D. H. (1966). Two types of linguistic relativity. In W. Bright (Ed), *Sociolinguistics*. (pp.114-158): The Hague Mouton.

Hymes, D.H. (1972). On Communicative Competence. In J.B. Pride & J. Holmes (Eds.). *Sociolinguistics*. London: Penguin Books.

Hitchcock, G. and Hughes, D. (1995) *Research and the Teacher*. (2nd ed.) London: Routledge.

Holly, W. (1987). *Self Esteem: Does it contribute to Student's Academic Success?* Oregon: School of Study Council, University of Oregon.

The Reluctance of Participating in Oral Activities in the Classroom

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety.

The Modern Language Journal, 70 (2), 125-132.

Kalanzadeh, M., Mahnegar, F., Hassannejad, E. & Bakhtiarvand, M. (2013). The influence

of EFL students' self-esteem on their speaking skills. *The International Journal of Language Learning and Applied Linguistics World*. 2 (2), 76-83.

Karahan, F. (2007). Language attitudes of Turkish students towards the English language

and its use in Turkish context. *Journal of Arts and Sciences*, 7, 73-87.

Klippel, F. (1987). *Keep talking: Communicative fluency activities for language teaching*.

Cambridge: Cambridge University.

Krashen, S. (1982) *Principles and Practice in Second Language Acquisition*. Oxford:

Pergamon Press.

Knop, C. K. (2009). *Increasing use of the target language in classroom interactions*.

Retrieved from: <http://www.oomroom.ca/resources/>

Lafont, L. (2007). *Study of factors that affect oral participation in the students of sixth*

grade at Maria Auxiliadora School in Sahagun-Cordoba. Tesis de maestría no publicada, Universidad del Norte, Barranquilla, Colombia.

Lantolf, J. & Thorne, S. L. (2007). Sociocultural Theory and Second Language Learning.

In. B. Patten & J. Williams (eds.), *Theories in Second Language Acquisition* (pp. 201-224). Mahwah, NJ: Lawrence Erlbaum.

Leininger, M. (1985). *Qualitative research methods in nursing*. Orlando, FL: Grune &

Stratto.

Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford:

OxfordUniversity Press.

The Reluctance of Participating in Oral Activities in the Classroom

- Long, M. H. (1981). Input, interaction, and second-language acquisition. *Annals of the New York academy of sciences*, 379(1), 259-278.
- Lynch T. (1996). *Communication in the Language Classroom*. Oxford: Oxford University Press.
- Maleki, N., & Mohammadi, M. (2009). Self-esteem and Anxiety of Iranian EFL Learners in Oral Communication Tasks. *Journal of linguistic studies*, 2 (2), 47-54.
- McCormick, D. E., & Donato, R. (2000). Teacher questions as scaffolded assistance in an ESL classroom. In J. K. Hall & L. S. Verplatse (Eds.), *The Development of Second and Foreign Language Learning through Classroom Interaction* (pp. 183-201). New York, NY: Lawrence Erlbaum Associates Publishers. LEA.
- McDonough, J. & Shaw, C. (1993). *Materials and Methods in ELT*. Oxford: Blackwell.
- Meijer, P. & Verloop, N. (2002). Multi-Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity. En *Quality & quantity* (145-167). Netherlands: Kluwer Academic Publisher.
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publisher.
- Miles, M. B. & Huberman, A. (1994). *Qualitative Data Analysis*. California, CA: Thousand Oaks, Sage.
- Norris-Holt, J. (2001). Motivation as a contributing factor in second language Acquisition. *The Internet TESL Journal*, 13 (8). Retrieved from: <http://iteslj.org/Articles/Arikan-Ageism.html>.
- Nimmannit, S. (1998). Maximizing Student's Oral Skills: The Asian Context. *JALT Journal*, 22 (11). Retrieved from <http://jalt-publications.org/>

The Reluctance of Participating in Oral Activities in the Classroom

- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: Cambridge University Press.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.
- Oxford, R. (1999). Anxiety and the language learner: new insights. In J Arnold (Ed), *Affect in language learning*, (pp. 58 -67). United States: Cambridge University Press.
- Patton, M. 1987. *How to use qualitative methods in evaluation*. London: Sage Publications.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Resnick, M., Maloney, J., Rusk, N., Silverman, B. & Eastmond, E. (2010). The scratch programming language and environment. *ACM Trans. Comput. Educ.* 10, 1-15. <http://doi.acm.org/10.1145/1868358.1868363>.
- Richards, J. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, K. (2003). *Qualitative Research in TESOL*. London: Palgrave Macmillan
- Rivers, W. (1987). Interaction as the key to Teaching language for communication. In a W. Rivers (Ed), *Interactive Language Teaching*, (pp. 3-16). New York, NY: Cambridge University Press.
- Rossi, P., Freeman, H. & Lipsey, M. (1999). *Evaluation: a systematic approach* (6th ed.). Newbury Park, CA.: Sage Publications.
- Rubio, F. (2007). *Self-Esteem and Foreign Language Learning*. Cambridge: Cambridge Scholars Publishing.

The Reluctance of Participating in Oral Activities in the Classroom

- Seliger, H. W., & Shohamy, E. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Silverman, D. (1997). *Qualitative Research: Theory, Method and Practice*. London: Sage.
- Snowling, M.J., & Hulme, C. (2011). Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*, 81 (1), 1-23.
- Stern, B. (1989). Literary Criticism and Consumer Research: Overview and Illustrative Analysis. *Journal of Consumer Research*, 16 (December), 322-334.
- Stevick, E. (1996). *Humanism in Language Teaching*. (3rd ed). Oxford: Oxford University Press.
- Swain, M., Kinnear, P., & Steinman, L. (2010). *Sociocultural theory in second language education: An introduction through narratives*. Bristol, UK: Multilingual Matters.
- Tharp, R. & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge: Cambridge University Press.
- Ur, P. (2005). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Van Lier, L. (1988). *The Classroom and the language learner: Ethnography and Second Language classroom research*. London, UK: Longman.
- Vygotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Wells, G. (1981). Learning Through Interaction: *The study of Language Development*. Cambridge: Cambridge University Press.
- Wood, D., Bruner, J. S. & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89–100. doi: 10.1111/j.1469-7610.1976.tb00381

The Reluctance of Participating in Oral Activities in the Classroom

Xiohong, D. (1994). Developing oral communicative competence among English major at the intermediate level. *Journal English Teaching FORUM* 32 (4), 31-32.

Yu, R. (2008). Interaction in EFL Classes. *Asian Social Science Journal*, 4. Retrieved from <http://www.ccsenet.org/journal.html>.

Appendix A.

Cuestionario a estudiantes

Estimado (a) estudiante:

Este cuestionario tiene como objetivo hacer un diagnóstico sobre los factores que afectan la participación de los jóvenes de octavo grado en las actividades orales de la clase de inglés.

Es importante que respondas de manera sincera cada una de las preguntas que lo conforman. No dejes de contestar ninguna. Es necesario aclarar que las respuestas son de tipo confidencial y serán utilizadas solo con fines académicos-investigativos. Para garantizar la confidencialidad del cuestionario y sus respuestas, no se hace necesario que escribas tu nombre. Gracias por tu colaboración.

1. ¿Te sientes motivado para participar en las actividades de la clase de inglés?

Sí ____ No ____

¿Por qué? _____

2. Cuándo el profesor propone actividades de participación oral:

Participas por gusto. _____

Por obligación _____

Por la nota _____

Prefieres no participar _____

3. ¿Cómo te sientes cuando debes emplear el idioma Inglés inglés para una actividad oral o para comunicarte con tus compañeros y profesor?

a. Tranquilo _____

b. Animado _____

c. Tensionado _____

d. Inseguro _____

e. Avergonzado _____

Justifica tu respuesta.

The Reluctance of Participating in Oral Activities in the Classroom

3. ¿Crees que es importante emplear el inglés como medio de comunicación en la clase?

Sí_____ No_____

Justifica tu respuesta.

4. ¿Consideras que las actividades orales propuestas en la clase motivan a participar voluntariamente?

Si_____ No_____ Algunas veces_____

5. Cuando tienes que hacer una presentación oral en inglés, ¿te preocupas por las reacciones de tus compañeros?

Sí_____ No_____

Justifica tu respuesta.

6. ¿Por qué crees que todos los compañeros no participan en las actividades orales?

7. ¿Qué actividades orales no te agradan?_____

8. ¿Qué actividades te gustaría que se implementaran en la clase de inglés?



Appendix B

Cuestionario a docentes

Estimado Docente:

Este cuestionario tiene como objetivo hacer un diagnóstico sobre los factores que afectan la participación de los jóvenes de octavo grado en las actividades orales de la clase de inglés.

1. ¿Qué habilidades son más desarrolladas en el aula escritas u orales?
2. Los estudiantes se muestran más motivados en actividades de Listening, Reading , Writing o Speaking?
3. Cuando tus estudiantes deben emplear el idioma inglés para una actividad oral o para comunicarse con sus compañeros y profesor. Tú consideras que la mayoría de ellos se siente:
 - a. Tranquilo_____
 - b. Animado_____
 - c. Tensionado_____
 - d. Inseguro _____
 - e. Otro _____
- ¿Por qué?
4. ¿Crees que es importante orientar la clase principalmente en inglés?
Sí_____ No_____
- Por qué?
5. ¿Qué tipo de actividades propones para incentivar la participación en actividades orales?
Conversaciones, diálogos, juegos o actividades lúdicas, videos y música.
6. ¿Por qué crees que algunos estudiantes no participan en las actividades orales?
7. ¿Consideras que la clase de Inglés motiva a los estudiantes a hablar Inglés?, o por el contrario existen algunos factores afectivos o cognitivos que impiden su participación voluntaria? En este caso, si los has notado, ¿Cuáles son?
8. ¿Qué actividades orales consideras que son de mayor dificultad para los estudiantes?

Appendix C

Transcription of class observation 1

Observación Marzo de 2014

Profesor: XXX

Observadora: Dineros Quiroz

Convenciones :

**(...) : undistinguishable ...: pause [xxx]: wrong pronunciation (OC):
observer's comments**

Turn	P	Transcription	Categories of analysis
		<p>There are 46 students seated in 4 rows; the classroom look small, the lines goes almost wall to wall.</p> <p>When I enter to the classroom teacher had already greeted students and organized them.</p> <p>Every student has the photocopies of a book called minibats because the class would be about the reading of that book.</p>	
1	T	Are , you ready, please pages 4 and 5	Giving instruction
2	OC	<p>Teacher started reading a paragraph of the text aloud, while students were following the reading completely silent.</p> <p>T stop the reading to ask a question:</p>	Checking reading comprehension

The Reluctance of Participating in Oral Activities in the Classroom

3	T	Which minibeats do you know?	Questioning
4	Ss	(no response)	Lack of participation
5	T	What's the meaning of?	Questioning
6	T	(Teacher translated the question to Spanish) Cuáles insectos conoces?	Code switching
7	Ss	(Students started answering at the same time) mosquitos, hormigas, grillos, avispas..	Group participation
8	S	El escorpión disco show (some Ss laughed)	
9	T	(Teacher addresses a student) Lilibeth, Which minibeats do you know?	Calling on student to participate
10	Lilibeth	Hormiga, lombriz, mosquito, arañas, mariposas	
11	T	Ok, very good. ¿Quién de ustedes quiere leer en voz alta?	Asking for participation
12	S	Le pone un 10?	Conditioning participation to the grade
13	T	¿Tengo que ponerte un diez para que puedas leer?	
14	S	(the student look at the teacher with a fake smile and didn't answer)	
15	T	(Teacher points to a student) Laury read page 4	Calling on student to participate
16	Laury	Señoóóóó . (showing a gesture of shyness) ¿Cuál	Showing anxiety

The Reluctance of Participating in Oral Activities in the Classroom

		página?	
17	T	Four	
18	Lilian	(rising her hand) Yo leo primero	Voluntary participation
	OC	Lilian started reading the text aloud, her voice an intonation were clear, and she had some difficulties on pronunciation because the text had some scientific terms.	Problems on pronunciation
19	T	Very good Lilian, (points to Laury again) aja Laury?	
20	Laury	(she keeps on the reading)	
	OC	When the reading finishes...	
21	T	Page 24 and 25 please.	Giving instructions
	OC	Students looked for the pages indicated on their photocopies	Following instructions
22	T	In this page there are some activities, number one, reading, number two, complete the chart, and three draw. El primero que es la lectura ya la hicimos.(teacher points to activity number two, and show to students and ask: ¿Qué hay que hacer ahí?	Giving instructions
23	S	Hay unas palabras	

The Reluctance of Participating in Oral Activities in the Classroom

24	T	¿Hay unas palabras para qué?	Checking understanding
25	Ss	No response	Lack of participation
26	T	Para completar de acuerdo al texto	
27	T	(Teacher kept on explaining the activities in Spanish) En la tercera actividad tienen que relacionar el animal. ¿Qué dice ahí?...¿Draw que es?	Giving explanation Questioning
28	Ss	No response	Lack of vocabulary
29	T	Van a dibujar	
30	S	¿Hay que describirlo?	Asking questions in Spanish
31	T	Yeah, decir esto es un insecto,, tiene alas, tiene tantas patas etc.	Giving explanations in Spanish
32	S	El cien pies tiene cien	Participating in Spanish
33	S	Seño,¿y en la de este lado qué vamos a hacer?	Asking for explanation in Spanish

The Reluctance of Participating in Oral Activities in the Classroom

34	T	Ok, ¿En la primera que van a hacer?	Checking understanding
35	Ss	Completaaar	
36	T	¿En la segunda?	
37	Ss	Relacionar	
38	T	En la tercera	
39	Ss	Dibujar	
40	T	Dibujar y...?	
41	S	No response	
42	T	Describir, ahora sí está claro?	Checking understanding
43	Ss	Siiiiiii, yesssss	Group response
	OC	Most of the students started working on the activities, some of them were working individually and using the dictionaries, others were in group of two or three, just a few didn't have the photocopies and began talking each other	
44	S1	Seño yo no sé dibujar	
45	S2	Ya hice la primera jajaja	
	OC	Three students came to teacher's desk to ask her about how to do the activities. One student was speaking aloud	

The Reluctance of Participating in Oral Activities in the Classroom

46	T	Josiie, What's happen?	
47	Jossie	Nada profe, (he came back to his place)	
48	OC	Other students came to the teacher looking for another explanation of the activities	
49	S3	Seño los dibujos no se ven casi	
50	S4	Seño venga acá , aquí hay unos colores que no se ven	
51	T	ninguno tiene color porque las copias están en blanco y negro, pero eso no importa, ustedes conocen esos insectos y saben de qué color son	
	OC	Teacher began walking around the classroom to check what students are doing.	Monitoring the development of the activity
52	T	(T realized that one girl wasn't working,) Por qué no haces nada?	
53	Girl	No tengo las copias	
54	T	Trabaja con un compañero y escribe en el cuaderno.	
55	Girl	(the girl got a notebook to start working)	
56	T	Students please, write your new words on your notebook...en el cuaderno	
57	S	Que dijo?	
58	T	En el cuaderno qué es lo que siempre anotamos?	

The Reluctance of Participating in Oral Activities in the Classroom

59	S	Traducir?	
60	T	Anotar las palabras desconocidas	
61	Ss	Ahh ya	
62	S	Seño disculpe así es el Segundo?	
63	T	Yes, It's correct	
64	S	Seño el caracol es un molusco?	
65	T	Yes, it is	
	OC	Some students were so interested on the meaning of the text because they got information new for them	
67	T	Daiver la mariposa no es un molusco, read again	Combining english and spanish
68	S	(addressing a student) viste yo te dije que era artrópodo	
		The bell rang some students said tiempo...tiempo...	
69	T	OK students next class, I check the activities; quedan para la próxima clase	
70	S	Yo ya termine	
71	T	Bye, bye	
72	Ss	Bye.	

Appendix D

Transcription of the class observation #2

Observación Julio de 2014

Profesor: XXX

Observadora: Dineros Quiroz Lara

Convenciones :

(...) : undistinguishable ...: pause [xxx]: wrong pronunciation (OC):

observer's comments

Turn	P	Transcription	Categories and analysis
	OC	Teacher greets students and call the roll	
1	T	Do you remember last class?	Asking for participation.
	OC	No response. Some students started checking notebooks	Reticence to speak. They do not know what to answer.
2	SS	GOING TO (loud voice)	In chorus they feel motivated to answer .
3	T	Ok, let's see an example	Modeling, Reviewing . Giving examples to make students feel

The Reluctance of Participating in Oral Activities in the Classroom

			confident with the topic
	OC	Teacher started writing an unscramble sentence on the board	
4	T	Going to (reading aloud from the board)	Keeping students attention while writing on the board
5	S1	Play soccer	Following the reading from the board
6	S2	El está jugando futbol	Translation into Spanish
7	T	Ok, look at the board. Is correct?	Evaluating and asking for participation
	OC	Some students answered	Not all students were sure about the answer.
8	SS	Nooooo	Chorus to answer
9	T	Why not?	Asking
	OC	Some students started murmuring the answer in a very low voice	Lack of confidence . Fear to speak aloud alone despite of

The Reluctance of Participating in Oral Activities in the Classroom

			having the answer
10	T	Ok, Rico stand up, Rico stand up (making gestures) Why not..is correct?	Asking for participation
11	Rico	Is...	Fear of speaking. Because she was not sure about the answer.
12	T	(pointing out the first word in the sentence) What's that?	Activating knowledge through questioning.
13	Rico	mmm...	Doubt
14	T	Verb?, subject?, complement?	Giving options. To facilitate the task and motivate others to participate
	OC	Some students started whispering the answer	Self-consciousness to speak aloud. They were not sure about the answer, they prefer say the answer in a low voice.

The Reluctance of Participating in Oral Activities in the Classroom

15	T	Qué es el verbo, el sujeto o el complemento?	Code switching Multiple choice question in Spanish to help students solve the question
16	Rico	Verbo	
17	T	Ok, the verb. Good.	Rewarding
	OC	Teacher keep writing on the board	
18	T	Next	
	OC	One student read a sentence and teacher corrected	Correcting grammar
19	S	He is going to ...play soccer	
20	T	Ok, She is going to...play soccer. Digo Is he going to play soccer? Is affirmative form, negative form or interrogative form?	Revising knowledge through questioning. Multiple choice question to help students to participate.
21	SS	Interrogative form (in a loud voice)	All students at the same time feel more confident to speak
22	S1	No es he teacher?	
23	T	Don't worry	
	OC	The teacher corrected the mistake on the board	
24	T	Ok, thank you , he...is he going to play soccer? Is	

The Reluctance of Participating in Oral Activities in the Classroom

		correct. Ok, pay attentionanother sentence	
	OC	Teacher wrote a sentence on the board	Calling student to participate
25	T	Ok, Nayua stand up...	
26	S2	Ta' mal	Giving simple answer in Spanish
27	Nayua	...going to	
28	T	Mary ...? (pointing out the sentence and making sentences to ask for silence) Going too?...mary is....	
29	Nayua	Qué dice ahí? (making gestures to try to see the sentence better)	Asking for clarification in Spanish
30	S3	Ta' mala	Giving simple answer in Spanish
31	T	Aja, I listened "ta mal"	
	OC	Students whispering	
32	Ss	Siiiiiiii si si	Students giving answer in chorus
33	Nayua	Mary is....	Despite of knowing the answer the girl was insecure to give the answer in a loud voice.
34	T	Yes, is incorrect , yes o no?	Asking yes no question.
35	Nayua	Incorrect	

The Reluctance of Participating in Oral Activities in the Classroom

36	T	Ok, Nayua sit down (looking another student).Is incorrect, why?	Questioning
37	S4	Is mary	
38	T	Why?	
39	S2	Is mary?	
40	T	Danilo why is correct?	
41	Danilo	Ah?	
42	T	Is correct or incorrect?	
43	Danilo	Incorrect	Students feel confident at answering simple questions especially, yes or no.
44	T	Incorrect, why?	
	OC	Student laugh nervously and keep silenced	Showing anxiety. They feel nervous or anxious when they have to do complete answers or arguments
45	T	Remember is a question	Keys to help solving the task
46	Danilo	Mary is	Repetition.

The Reluctance of Participating in Oral Activities in the Classroom

			Lowering anxiety
47	T	Mary is?	Keys to help solving the task
48	Danilo	Mmm, nooooo	
49	SS	Is Mary	
50	T	Is Mary going to dance tonight?	
51	SS	(Repetition) Is Mary going to dance tonight?	Repetition. Lowering anxiety
52	T	Ok, Rico stand up and read the first sentence, number one and number...Rico number one, read please.	Calling for participation
53	Rico	Mmm?	
54	T	Read	
55	SS	(low voice) que leas	Code switching
	OC	The student started moving her body (anxiety movements)	Showing anxiety
56	Rico	Is...he going to play soccer?	
57	T	Ok, sit down. Next Nayua	
58	Nayua	Is mary...mary going to....dance tonight?	Showing anxiety
59	T	Ok, now for example, I say ...is she going to play soccer? ...is a question, I can answer yes or not: yes, she or no, she isn't. I ask you, volunteer...for example..emmmmm are you going to study after class? Listen...are ..you ...going to study after class? After class. osea de la escuela	Explanation
	OC	Teacher wrote the sentence on the board, asked	Lack of

The Reluctance of Participating in Oral Activities in the Classroom

		for a volunteer again but nobody raised hand so, she chose a student to answer the question	participation voluntarily
60	S1	Yes, I	
	OC	Teacher was writing the sentence on the board while students were making the statement orally	
61	S2	I want ...	
62	T	No, I am	
63	SS	I am ...	
64	S2	I am going to study after class	Showing anxiety.
	OC	The student looked at the teacher (his voice was trembling) and other students helped him to make the sentence. (He put his hands on his face)	
65	T	You understand...is it clear?	Checking understanding
66	Ss	Yes	
	OC	Not all the students answered, some of them just agreed by making gestures with their head.	
67	T	Que vamos a hacer ahora, vamos a hacer el mismo ejercicio, for example...you can think two minutes a question, after you think one question, you choose a student and you ask him or her. Piensas una oración, una pregunta y después tu que vas a hacer, choose a student, choose a	Code switching. Teacher combines English and Spanish to be sure that students understand the instruction.

The Reluctance of Participating in Oral Activities in the Classroom

		partner. Que vas a hacer?	
68	S3	Preguntarle a otro	Showing understanding, in spanish
69	T	Exactamente, se lo vas a preguntar a alguien ok?..you have two minutes. Think don't write. Think a question, piensen una pregunta	Combining Spanish and English in the instruction.
	OC	Most of the students started opening their notebooks to write the sentence.	Students feel comfortable writing the grammar construction instead of saying without reading.
70	S4	¿Cualquiera seño?	Asking for clarification in Spanish
71	T	Yes	
		(five minutes later)	
72	T	Volunteers	
	OC	Teacher look at the whole class and no one wanted to start	No participation voluntarily
73	T	No, mmm (point out a student) you..stand up (students started murmuring and sighing) pay attention please ...silence	Calling students to participate make them feel scared of being called to

The Reluctance of Participating in Oral Activities in the Classroom

			Speak.
74	S4	Are you going to XXX ?	Self-consciousness.
75	T	Choose, choose a student, your partner, escoge a alguien	Promoting interaction
76	S4	Camila	
77	T	CAMILA..., ok repeat the question	
78	S4	Are you going to school?	
79	T	Are you going to school? (loud voice)	
80	camila	...yes..., are ..mmm I am ...going to.....(laugh nervously)	Showing anxiety
81	T	School mamita school...yes...I am going to school (very slow) ok, sit down Camila stand up, ask	Teacher completed the answer to accelerate the activity.
82	OC	The student stood up and pointed out a classmate	
83	T	Listen to camila	Mediating the interaction activity
84	Camila	Are you going to go supermarket?	
	OC	The student read the question written in her notebook	Feel confident at reading from the notebook
85	S5	Yes, going to	
86	T	Yes going to? (making gestures of disapproving))..yes mmm?s	Giving cues to help students
87	S5	I am	showing anxiety

The Reluctance of Participating in Oral Activities in the Classroom

88	T	Yes, I'm going to...	
89	S5	Yes I'm going to supermarket	
90	T	Yes, I am going to the supermarket Ask another	
91	S5	Sergio	
92	T	Sergio...stand up (clapping)	
93	S5	Are you going...are you going to <i>ice criam</i> in the park?	
94	T	Are you going ice cream (stressing the word ice cream..to correct the pronunciation) dale..Are you going ice cream in the park? Are you going to eat ice cream in the park?	Recast . Teacher repeats the questions to correct the mistake on pronunciation
95	SS	Bravooo!	Rewarding.
96	T	Sergio..di	
97	Sergio	Are you going...	
	OC	Teacher interrupted	Mediating the activity
98	T	Who?	
99	S6	A quien?	
100	Sergio	Yorledis	
101	SS	(laughs)	Students laugh because the girl called to participate looked nervous.

The Reluctance of Participating in Oral Activities in the Classroom

	OC	The student stood up	
102	Yorledis	(XXX) estaba descuidada	
103	Sergio	Are you going to...the park...Friday?	
	OC	He made the question and turn around to see teacher approval	Showing insecurity
104	Yorledis	I'm going to...mmm...the park..mm?	
105	T	Repeat the question Sergio, sorry.	Mediating the interaction activity
106	Sergio	Are you going to park the Friday?	
107	T	Are you going to go ...are you going to go park...in the park or to park. Are you going to the park on Friday?	Recast Teacher repeats the question and correct the mistake on grammar structure
108	Yorledis	I'm going to...to the park Fridays	
109	T	Ok, sit down	
	OC	Most of the students take some time to call a friend to respond	Students know that their classmates do not want to be called to participate in the activity
110	Yorledis	Adriana (laughs). Are you going to the car...?	Showing anxiety through laughing
111	Adriana	Mmm?	Doubt
112	Yorledis	Are you going to in the car? (laughs)	

The Reluctance of Participating in Oral Activities in the Classroom

113	Adriana	I'm going	
	OC	Teacher get near to help students, they were speaking very low, probably because they were insecure about the exercise	Speaking in a low voice seem to help student to feel a little more confident to speak in English
114	T	Are you going to	Repeating student question
115	Yorledis	In the car	
116	T	Where..? to Barranquilla, to the park (to Yorledis) Are you going to Barranquilla in the car? (loud voice)	Giving options to answer and help students to accelerate the activity
117	Yorledis	Are you going to Barranquilla in the car?	
118	Adriana	No, I'm not. Are you going to...I'm going to Barranquilla in the car	
119	T	In my car, in this case..	
120	SS	Students laughs.. although there are some students that were not paying attention to the dialogues of their partners. The attention was lost because the students who were doing the	

The Reluctance of Participating in Oral Activities in the Classroom

		dialogue were speaking in a low voice.	
121	T	Ohh, do you have car? (teacher started asking students' attention)..please play attention (clapping)	Lowering anxiety through funny comments
122	Adriana	Nayua, are you going to the cinema in the... Monday? Monday?	
	OC	Students laugh	Teasing The pronunciation was wrong and students started laughing
123	T	Are you going?	Mediating interaction activity
124	Adriana	(check her notebook)..Are you going to cinema in Monday?(laughs)	
125	SS	Laughs	
126	Nayua	(looking at the teacher and laughing) ¿Cómo es la pregunta: are you going to	Asking teacher for clarification. Student asks teacher instead of asking her partner.
127	T	Are you going to go cinema on Monday ?	

The Reluctance of Participating in Oral Activities in the Classroom

		(laughing)	
128	Nayua	I am going to..in ...in cinema..mmm..repiteme la pregunta	Choppy sentences. The girl was teased by most of the class, so now she started showing anxiety to say the answer.
129	T	Repeat the question	Mediating
130	Adriana	Are you..	
	OC	(teacher interrupted the dialogue)	Mediating. Teacher exaggerated on her mediation sometimes she interrupted the interaction abruptly
131	T	Repeat the question	Mediating
132	Adriana	Are you going to cinema in Monday?	
133	Nayua	I am going to the cinema on monday	
134	T	Nayua I didn't listen your answer	
135	Nayua	I am going to cinema..in..(laughs) monday	
136	S1	Lunes...lunes	Translating
137	SS	(laughs)	
138	T	Ok, stop...now...Open your notebooks please	

The Reluctance of Participating in Oral Activities in the Classroom

	OC	Students started talking aloud while taking out their notebooks to write from the board	
139	S	Ssss, hey nayua....shshshsh	
140	S1	Ya silencio..	
141	T	Ajaa. What happen?... (later) OK, complete...Is ____going to go home...is..what is the possibility?	
142	S	He	
143	T	He, another?	
144	S	She	
145	T	Ok, in this case?(writing on the board)	
146	T	Ok, complete the sentence after ..answer the question ok?	
147	S	Siiii (low voice)	
148	T	Complete the sentence..for example.. is he going to go soon, home soon? After yes o...?	
149	SS	Nooo	
150	T	Answer this question ok?...	Checking understanding of the instruction
151	S	(Low voice) si , si ok	
152	T	vamos a completar y después vas a....	Code switching.

The Reluctance of Participating in Oral Activities in the Classroom

			Repeating the instruction in Spanish.
153	SS	Responder	Showing understanding in Spanish
	OC	Students writing the exercises from the board	
154	S	Un sacapunta..joiner prestame un sacapunta	Spontaneous interaction in Spanish
156	S1	Préstenme un corrector	
		(later)	
157	T	Maybe, maybe imagine your answer is negative form, imagine your answer is negative : no, I'm..?	Giving explanation.
158	S	Not	
159	ss	Going to..	
160	T	Ok, is clear? Equal second..the rest	Asking for understanding the instruction.
		(students writing)	
161	S	Calet, calet prestame un lápiz ahí?	Spontaneous interaction in Spanish

The Reluctance of Participating in Oral Activities in the Classroom

162	S1	Coge	
	OC	Teacher started walking around the classroom, monitoring the activity. There were some short conversation between students but all of them in Spanish	
	T	Ok, finish, see you next class	
	S1	Ya seño?	
	T	Ya	
	S2	Seguimos en la otra clase	

Appendix E

Class observation #3

Observación September 2014

Profesor: XXX

Observadora: Dineros Quiroz Lara

Convenciones :

(...) : undistinguishable ...: pause [xxx]: wrong pronunciation (OC):

observer's comments

Turns	P	Transcription	Categories of analysis
	OC	Teacher has prepared a PPT presentation but there were some troubles with the smartboard. Thus, teacher presented the vocabulary about routines using a tablet as a visual aid.	
1	T	Look at the pictures and repeat after me: ; My daily routine	
	OC	Students repeated as teacher asked to do .	

The Reluctance of Participating in Oral Activities in the Classroom

		Some of students were laughing because they couldn't see the pictures very well on the tablet.	
2	T	Take a shower, get dressed, I have breakfast	
3	S1	Seño y no se cepilla (laughs)	
4	T	Another action you do every day?	
5	SS	Watch TV	
6	T	Yes, ok continue, repeat: leave home, What's the meaning of leave home? (showing the picture)	
7	S2	Va pal colegio	
8	T	Please look at the picture	
9	S3	Ahh dale de la casa.	
	OC	Teacher wrote the verbs of the daily routine on the board.	
10	T	Now, let's try to do your routine, for example	

The Reluctance of Participating in Oral Activities in the Classroom

		what is the first thing you do in the morning?	
11	S1	Levantarseee	
12	T	In English look at the actions on the board	
13	S2	Get up	
14	T	<p>The first is wake up, after..get up. For example, Dina wake up at five o'clock, take a shower and have breakfast at 5:30..after, leave home. In this moment, I'm going to teach English to my students.</p> <p>(pointing out a student)</p> <p>What do you do Rico?.. what do you at twelve o'clock?</p>	
15	S3	Rico ve television a las 5:30	
	OC	The students only look at	

The Reluctance of Participating in Oral Activities in the Classroom

		the teacher and didn't respond.	
16	T	Ok, think, one minute, piensen por un momento, piensen por un momento, por un minutico..what do you do at six o'clock, at seven o'clock,...think	
	OC	Students murmuring (XXXX)	
17	T	Ok, are you ready? ...Esteban...Esteban what do you do at five o'clock?	
	OC	When teacher called Esteban to respond, some students started laughing	
18	SS	Eeeeeee (mocking)	
19	Esteban	Mmm	
20	T	Look at the board	
	OC	Teacher read and point on the board	
21	T	Wake up, get up, have	Giving options to facilitate the activity

The Reluctance of Participating in Oral Activities in the Classroom

		breakfast, brush teeth, take a shower, watch TV, leave home, get dressed	
	OC	Student just looked at the board but remained silenced. Other students started murmuring some answers	
22	S1	(laughing) watch tv	
23	T	What do you do at five o'clock?	
24	S	Do ..mi homework (mispronounced and read it from the board)	Showing anxiety open and close a notebook.
25	T	I do my homework ok?... Another students	Eliciting participation
	OC	(nobody want to participate)	Lack of participation
26	T	For example ..you (pointing out a student)	
27	T	What do you do at..seven o'clock?	
	OC	The student did not	Shyness to speak

The Reluctance of Participating in Oral Activities in the Classroom

		answer	
28	T	Silence please	
29	S	I usually get up	
30	T	I usually, excuse me?	
31	SS	Get up	
32	T	I usually get up...?	
33	S	At seven o' clock	
34	T	Really, are you sure?..(laughs)	Reducing anxiety
	OC	Teacher said something funny ..because of the last answer of the students but it was difficult to listen for transcription	
35		Ok, now I need that you work in pair, in pair you have to..for example eee...Danilo ask Ruben , Danilo ask . Ruben what do you do at six o'clock and Ruben answer..ee...I ..usually..get dressed ...I	Modeling questions for interaction

The Reluctance of Participating in Oral Activities in the Classroom

		brush my teeth ok?	
36	Ss	Yes	
37	T	Did you understand me?	Checking understanding
	OC	(not response)	
38	T	Yes o no?	Eliciting to answer
39	T	Ok, quickly .One in pair...(walking around the classroom) Repeat, for examples Danilo , Danilo ask Ruben : Ruben what do you do at six o'clock, five o'clock and Ruben ask Danilo...Work in pairs	
	OC	Most of the students were concentrated on listening to the instructions. When the teacher finished the explanation they keep on quiet without starting the activity	Lack of motivation toward the activity

The Reluctance of Participating in Oral Activities in the Classroom

40	T	Move...(clapping)	
	OC	Some students started the activity others lay their head on the chair when I approach to them with the camera	Fear of speaking in front of other of being recorded
41	S	Seño no me grabe	
42	S1	What do you do...este...watch TV six o'clock?	
43	S	Not response	
44	S2	No profe aqui todavía no ...vaya para allá	Fear of speaking in front of other of being recorded
	OC	I was walking around the class to record some student doing the oral activity	
45	S3	Preguntame...	
46	S4	What do you do at ten o'clock?	Oral interaction activity
47	S	I never take a shower ten o'clock	
48	S	What do you do at five o'	

The Reluctance of Participating in Oral Activities in the Classroom

		clock?	
49	S1	I never , I never...get up at five o'clock	
		+++	
50	S	(What....XXX)	
51	S3	Qué me preguntaste?	Code switching
52	S4	What do you at. Eight o'clock?	
53	S3	What do you at	
54	T	Aja,,respondele	
55	S2	Esta respondiendo	
56	S4	Tienes que responderme	Cooperating with others
57	S3	Estoy respondiendo...	
58	S4	Tienes que decir ..I usually y una cosa de esas (pointing at the board)	Collaborative learning)
59	S3	I usually watch...tv	
		+++	
60	S5	What do you do.at...	
61	S6	I usually watch tv	Repeating forms mechanically
62	S5	What do you do at seven o'clock?	

The Reluctance of Participating in Oral Activities in the Classroom

63	S6	I usually watch tv	
		+++	
64	S	Nombe seño todavía no..ahorita	
65	S1	Embuste seño. ¿Tú cuál vas a decir?	
66	S2	Dale pregunta ombe	
67	S	What do...what do you do at seven o'clock	Repeating form without changing the model given
68	S2	Watch TV	
69	S	Ya seño	
		+++	
70		Stop..Camila please	
71	OC	(teacher stopped the activity in pair for presenting to the whole class)	
72	T	You two. Ok stopped listen at them, your partner. Ok start.	
73	S	What do you do..what do you do...what....(laughs)	Anxiety Grammar mistakes in front of the class

The Reluctance of Participating in Oral Activities in the Classroom

		..what do you do watch ...TV five o'clock..	
74	S1	I never watch Tv five o'clock	
75	T	Ok; what do you do at five o'clock? Ok Another ..Luis..Luis..stand up Luis come on..ok another...	
	OC	students speaking aloud	
76	T	Ok another..?	Asking for participation
77	OC	(no volunteers)	
78	T	Luisa..Luisa Ok Luisa.	
79	S	(XXX)..very low voice	
80	T	Repeat the question...what do you do at?	
81	S	Seven o'clock	
82	S1	I always brush my teeth at seven o'clock	
83	T	Nayua	

The Reluctance of Participating in Oral Activities in the Classroom

84	S	What do you do at eight o'clock?	
85	S1	I never take a shower eight o'clock	
86	T	Ok, another student, for example, Fabiana, Marihelena Wilmaris, Arianna, Arianna you	
	OC	(students laughing) nobody wanted to be called	
88	T	Arianna stand up, quickly..quickly...	
89	S	What do you ..what do you do ... o'clock (laughing)	
	OC	The student turn around, put her hand on her face and laugh nervously	Anxiety
90	T	Please repeat	
91	S	What do you do ..at..	
92	T	What do you do ..?	
93	SS	At. Ten o'clock	

The Reluctance of Participating in Oral Activities in the Classroom

94	S	Ten o'clock...at ten o'clock (laughing)	
95	S1	Don't...dummy...do my homework...homework ..(looking the sentences from the board)	Mispronunciation due to the anxiety
96		Continue...I do my homework at...o clock	
97	SS	(murmuring)...ten o'clock	
98	T	At five, ten ..	Giving options
99	S	Ten o'clock	
100	T	Ok, you	
101	S	What do you do at...at five?	
102	S1	I usually play ...(low voice)	
103	T	I..usually	
104	S1	Take a shower	
105	T	Ok, good, excellent.	

Appendix F

Interview to focal group

Objetivo: Conocer su opinión sobre la participación en las actividades orales que se llevan a cabo en la clase de Inglés y los factores que influyen en la no participación.

1. ¿Qué crees que es lo más interesante de aprender una lengua extranjera?
2. ¿Crees que las actividades orales desarrolladas en el aula te llevarán a desarrollar la competencia comunicativa en Inglés?
3. ¿En las observaciones de la clase pude darme cuenta que muchos de los compañeros no participan en las actividades orales, por qué crees que esto ocurre?
4. ¿Consideras que la pronunciación que tienes es buena regular o mala?
5. ¿Por qué crees que se genera la burla de tus compañeros cuando se realizan actividades orales?
6. ¿Existen otras razones para no participar además de la burla de los compañeros?
7. ¿Hay actividades que te generan menos temor; cuáles son?

Appendix G

Transcription of the interview to Focal group

Participants: Research Teacher

Students: Nayua, camilo, Ivelisse, Arianna, Luisa, Nayelis, Sergio, Camila

Turn	P	
1	T	El objetivo de esta entrevista es conocer su opinión sobre la participación en actividades orales y vamos a hablar también de situaciones específicas ocurridas en las dos últimas clases de Inglés donde yo estuve grabándolos
2	Nayua	ok profe
	OC	Los demás sonrieron, estaban un poco tensionados
3	T	No se preocupen la entrevista es en Español y como les dije es solo para hablar de sus opciones, esto no es un examen o algo así. Ok?
4	SS	Ahh ya
5	T	Yo hago la pregunta y pueden responder en el orden que deseen e incluso pueden no responder si les parece que su respuesta es la misma a la de otro compañero. La primera pregunta es, Qué es lo más interesante de estudiar inglés?
6	Arianna	mm., que podemos comunicarnos con gente de otros países, claro si hablamos bien porque si no no entendemos
7	T	Arianna crees que las actividades de inglés que desarrollas en el colegio te permitirán hablar con un extranjero?
8	Arianna	No, profe porque yo casi no entiendo, pero si me aprendo las palabras de pronto
9	Nayua	Profe para mí lo más interesante de estudiar Inglés es que yo pueda expresarme en inglés, en el curso lo hacemos cuando la seño pone diálogos
10	T	Muy bien, pero en lo que yo pude observar muchos de tus compañeros, la mayoría no les gusta hacer los diálogos
11	Nayua	Profe porque los demás se burlan cuando se equivocan o la seño los corrige
12	T	Ósea que sería mejor si la seño no los corrige?
13	Nayua	Aja profe y como aprendemos si no nos corrigen
14	Ivelisse	Si es mejor que nos corrijan , pero los pelaos se burlan profe
15	T	Muy bien, entonces estarían más motivados a participar si no los corrigieran y no se burlaran
16	Camilo	Ujumm
17	T	Hola, camilo, te vi practicando el dialogo de la rutina muy alegre con tu compañero, que pasó cuando la profesora pedían voluntarios a participar , por qué no saliste?

The Reluctance of Participating in Oral Activities in the Classroom

18	Camilo	Nombre profe me daba pena
19	T	Pero yo vi que lo hacías muy bien
20	Camilo	Me daba miedo que se me fuera a olvidar
21	T	Osea que te lo aprendiste de memoria
22	Camilo	Si yo me lo aprendí
23	T	Gracias Camilo, entonces mi siguiente pregunta tiene que ver precisamente con eso: Es necesario aprenderse los diálogos de memoria, ¿Por qué no improvisar como en una conversación normal en español?
24	Nayelis	Uff profe no es igual
25	T	Por qué no
26	Nayelis	Porque nosotros no hablamos Inglés
27	Camila	Apenas estamos aprendiendo
28	Nayua	Profe yo no me los aprendo de memoria, algunas cosas sí, pero por ejemplo yo puedo responder cosas fáciles
29	T	Ok, y tu Sergio, veo que tu hasta ayudas a tus compañeros, también los aprendes de memoria
30	Sergio	Yo las digo y se me graban algunas pero cuando lo digo puedo cambiar, aunque es mejor aprendérselo profe porque si uno lo hace así se le olvida
31	T	Ok, me di cuenta que la mayoría de ustedes anota lo que va a preguntar aun cuando la profesora les dice que no la anoten
32	Ivelisse	Por lo mismo profe, para hacerla bien, porque así sin escribirla es más difícil
33	T	Definitivamente prefieren escribir que hablar, no es así?
34	Nayelis	Las dos profe porque primero escribimos y después la decimos
	OC	Los demás sonrieron y asintieron con la cabeza en muestra de aprobación de lo que dijo la compañera
35	Camilo	Es mejor cuando uno lo lee de la libreta
36	T	Ok, para ustedes es mejor estar seguros de que no van a cometer errores y se sienten seguros anotando cierto?
37	Luisa	Si profe, pero a mí no me gusta leer en voz alta tampoco, es mejor cuando la profesora pone los ejercicios y los revisa en el cuaderno
38	T	Hola luisa, estabas calladita. Si luisa pero si quieres algún día hablar inglés, es necesario que practiques en la clase
39	Luisa	Nombe profe eso es difícil, yo no creo que yo hable inglés si practico en la clase, además que algunos compañero creen que saben más que uno y se burlan
40	T	Qué hace la profesora cuando los demás se burlan?
41	Luisa	Les llama la atención pero ellos después vuelven y se ríen es que yo no sé pronunciar ingles
42	T	Ok, gracias Luisa. Consideras que la pronunciación que tienen es buena, regular o mala
43	Nayua	Buena , profe a mi casi no me corrigen
44	Camila	a mí se me olvida..mmm. es regular pero yo anoto como se dicen las palabras y ase es que me aprendo bien los diálogos
45	Nayelis	Regular, apenas estoy aprendiendo los alumnos se burlan pero ellos tampoco saben jaja

The Reluctance of Participating in Oral Activities in the Classroom

46	Camilo	Yo no se habla inglés profe, por eso me da pena delante de los demás porque no se decir bien las palabras y me aturdo cuando la profe me dice que repita
47	T	Cómo así que te aturdes?
48	Camilo	Que no me sale la pronunciación
49	T	Ahh ok
50	Arianna	También regular...la seño siempre me corrige (risas)
51	Sergio	Yo creo...creo que pronuncio bien porque siempre saco bien en los diálogos.
52	T	Ósea que sacas buena nota
53	Sergio	Si, inglés siempre me queda alta.
54	T	Que bien Sergio. Te felicito. Para ustedes que tan importante es la calificación
55	Nayelis	Ayy profe eso es lo más importante
56	Nayua	Si es importante aunque uno saca buenas notas si aprendió
57	Camila	Por eso es que yo participo y salgo en todo para sacar buena nota.
58	T	Y si hacen una actividad en clase que no tiene calificación?
59	Nayua	Igual yo salgo para aprender a hacerlo mejor
60	Camilo	Nombe si es enfrente de todo el mundo y sin nota mejor no paso
61	Luisa	Ni con nota, ni sin nota, a mí me da pena
62	T	Luisa, ¿Es solo por temor a la burla de tus compañero o hay otra razón?
63	Luisa	Profe me entran unos nervios, y se me olvida todo
64	Camila	Jajaja, a mí también. Pero no se me olvida pero la voz se me pone temblosa y los ojos llorosos..uy no
65	T	Qué tal tu Sergio, como reaccionas en actividades frente a tus compañeros?
66	Sergio	Cuando la seño me llama me asusto, pero al comienzo pero ya después se me pasa, a veces me da algo en la barriga por el susto
67	Arianna	A mí me entra una risa...me da risa..pero del susto
68	Nayua	Ahh si Arianna se vuelve pura risa y la seño le tiene que llamar la atención.
69	Ivelisse	A mí me da nervios y entonces como yo hablo bajito los compañero comienzan a decir que no oyen y me da más nervio si me toca alzar la voz
70	T	Ok, entonces mencionenme aquellas actividades que ustedes creen que les generan menos ansiedad
71	Camila	Cómo así profe
72	T	Ok, aquellas actividades donde a ustedes no les da tantos nervios
73	Luisa	Mmm, cuando escribimos en el tablero pero mirando la libreta,
74	Nayelis	Las que son nada mas de escribir o señalar algo en el tablero
75	Nayua	Cualquiera , las que dan más pena son las que son diálogos sin mirar el cuaderno
76	Camilo	Aja , igual yo las que dan nervio son las que uno le toca en frente de todos, uno se equivoca más.
77	T	Ok, pero esos nervios, es por qué no saben o qué?
78	Camilo	Claro profe porque...porque no saben pronunciar

The Reluctance of Participating in Oral Activities in the Classroom

79	Camila	Profe si uno no sabe pronunciar todas las palabras y siempre uno se equivoca
80	Luisa	Yo no me lo aprendo porque no se pronunciar y me da nervio que me corrijan delante de los demás.
81	Sergio	Hasta cuando uno se lo sabe le da nervio no sé porque profe
82	T	Esos nervios les impiden participar?
83	Nayua	A mí no, si la profe me llama yo salgo
84	T	Y voluntaria
85	Nayua	Cuando estoy segura y me lo he estudiado bien si
86	T	Ósea que un role play por ejemplo improvisado no?
87	Nayua	Noo, voluntaria no, yo creo que ninguno en el curso, primero uno lo practica
88	T	Qué otra opinión, los nervios les impiden participar?
89	Arianna	Si a mi si profe, me da una risa..pero no lo puedo evitar , por eso mejor no salgo voluntaria, si la profe me llama ya me toca porque si no me gano un dos
90	Ivelisse	Si no me dieran esos nervios yo participaría más así como en español que yo siempre participo sin que me llamen
91	T	Que bueno sería entonces que estuvieran más seguros y así pudieran participar más y mejorar su speaking
92	Nayua	Si profe para hablar asi , que tal que habláramos todos Ingles en la clase
	OC	Uff...siiiii gestos de incredulidad
93	T	O sería lo ideal, pero por lo pronto les aconsejo que aprovechen sus clases y traten de motivarse a participar para que puedan mejorar cada vez más y porque no ..lograr una clase en la que todos intervengas en Inglés.
94	Camilo	si profe
95	T	Gracias por su colaboración, sus opiniones son muy valiosas para mi trabajo de investigación.
96	Nayua	Nada profe
97	T	Thanks
98	Camila	Gracias profe a usted
99	Luisa	Chao profe , de nada.